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- Chapter-Book And Novel Units:
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  Tales Of A Fourth Grade Nothing
  Yolonda's Genius

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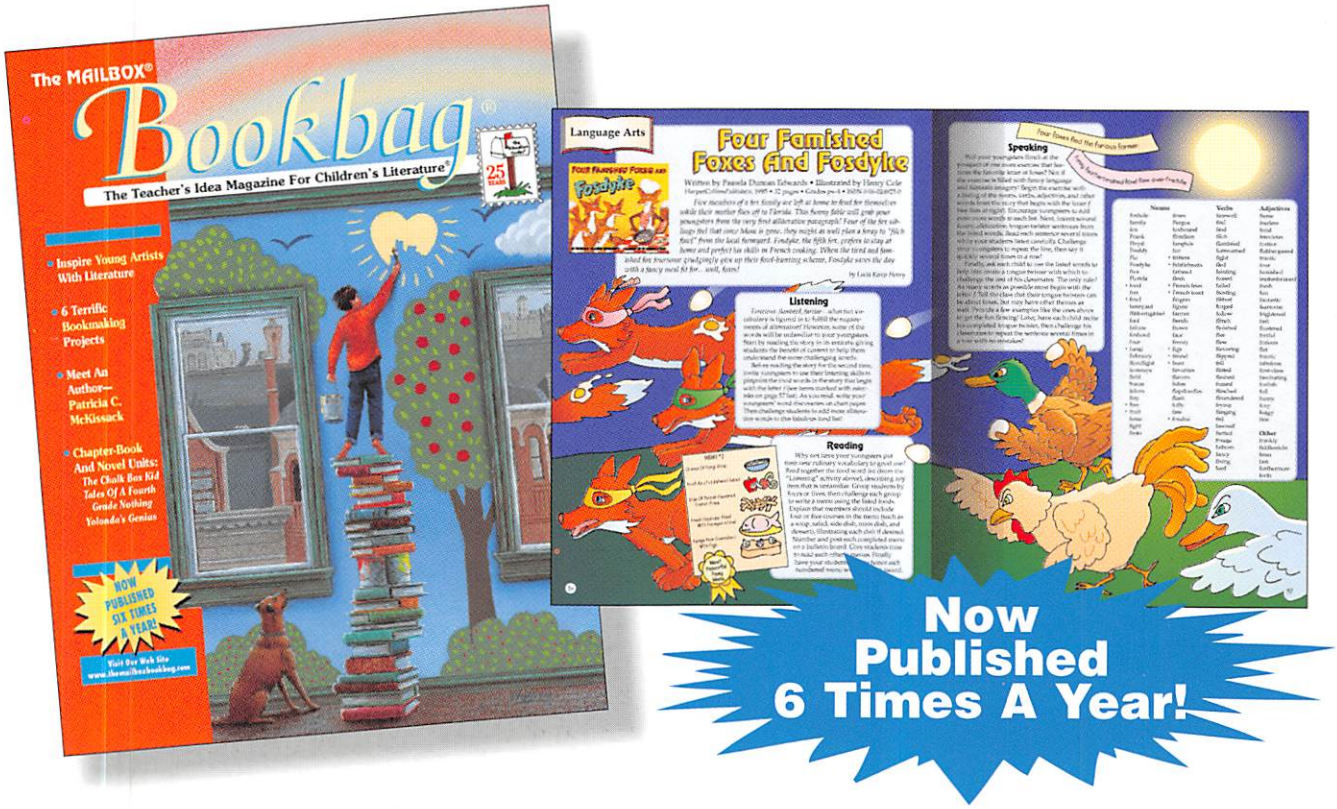
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The MAILBOX®
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The Teacher's Idea Magazine For Children's Literature®
February/March 1999 • Volume 3—Number 4 • Grades 1–6

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THE MAILBOX® BOOKBAG®

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February/March 1999 • Volume 3—Number 4

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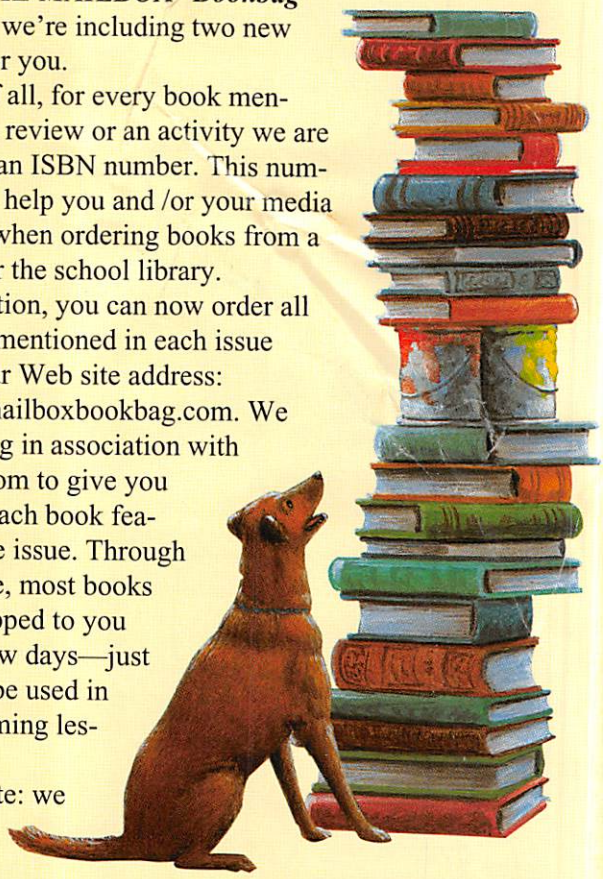
Attention Book Lovers!

Dear Reader,

If you're like me, you love the look, feel, and smell of books! Especially when they're your own. And there's nothing like having your own copy of a book to use in a lesson. So, to help you get your hands on the books featured in ***THE MAILBOX® Bookbag®*** magazine, we're including two new services for you.



First of all, for every book mentioned in a review or an activity we are providing an ISBN number. This number should help you and /or your media specialist when ordering books from a store or for the school library.

In addition, you can now order all the books mentioned in each issue through our Web site address: www.themailboxbookbag.com. We are working in association with Amazon.com to give you access to each book featured in the issue. Through this service, most books can be shipped to you within a few days—just in time to be used in your upcoming lessons.

One note: we make every effort to provide publishing information that is accurate right up to the minute we finish writing the magazine. But since each issue is written anywhere from four to six months before it is mailed, some books may have gone out of print or changed publishers in that period. Fortunately, many books are published in several editions, so if you have either the ISBN number or access to our Web site you should be able to find a copy that is still in print.

We hope these services will help you to extend the literature experience to all your students.

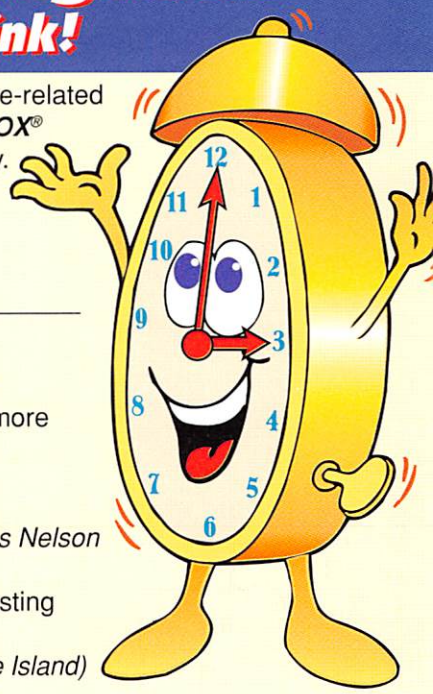
Keep Warm With A Good Book!
Sincerely,

Chris Thuman

Chris Thuman

THE MAILBOX® Bookbag® Magazine

It's Time To Tell Us What You Think!



Issue after issue, ***THE MAILBOX® Bookbag®*** magazine lets you in on the best literature-related ideas in teaching today. Now it's time for you to let us know what *you* think of ***THE MAILBOX® Bookbag®*** magazine. Please help us plan future issues by completing the following survey.

1. Check the blank(s) that best describe(s) your current teaching position:

a. ___ Grade 1 d. ___ Grade 4 g. ___ Media Specialist
b. ___ Grade 2 e. ___ Grade 5 h. ___ Reading Specialist
c. ___ Grade 3 f. ___ Grade 6 i. ___ Other: _____

2. How many years have you been teaching?

a. ___ 0–3 c. ___ 8–10 e. ___ 16–20 g. ___ 26–30
b. ___ 4–7 d. ___ 11–15 f. ___ 21–25 h. ___ 31 or more

3. When I think of "classic" children's literature, I think of (check all that apply)...

a. ___ Newbery or Caldecott winners
b. ___ Books that were published more than ten years ago, but still have appeal *(Miss Nelson Is Missing!, The Sign Of The Beaver, Bridge To Terabithia)*
c. ___ Books that were published within the last ten years and have universal and lasting appeal *(Chrysanthemum, Mufaro's Beautiful Daughters, Lyddie)*
d. ___ Books that have been around for generations *(Winnie-The-Pooh, Heidi, Treasure Island)*
e. ___ Other: _____

4. Name three classic children's books you'd like us to feature: _____

_____

Circle the number that best summarizes your opinion about *THE MAILBOX® Bookbag®* magazine:

Strongly disagree = 1 Disagree = 2 Neither agree nor disagree = 3 Agree = 4 Strongly agree = 5

5. I need more activities that use **classic** children's literature.	1	2	3	4	5
6. I need more activities that use **the newest** children's literature.	1	2	3	4	5
7. I find the bibliography useful.	1	2	3	4	5
8. Supplying the ISBN number for each book is helpful.	1	2	3	4	5
9. Providing on-line ordering for each book in the issue is helpful.	1	2	3	4	5

10. Place a check by your three favorite sections:

___ What's New In Children's Literature (see pages 6–9)
___ Language Arts (see pages 56–59)
___ Seasonal Selections (see pages 10–14)
___ Meet The Author (see pages 15–19)
___ Thematic Units (see pages 24–28, 36–41, and 51–55)

11. What do you like best about *THE MAILBOX® Bookbag®* magazine? _____

_____

12. What change(s) would make *THE MAILBOX® Bookbag®* magazine more useful for you? _____

_____

13. What other sources (besides *THE MAILBOX® Bookbag®* magazine) do you use to get literature-related teaching ideas? _____

14. Which statement best summarizes your interest in using children's literature in the classroom? (Choose one.)

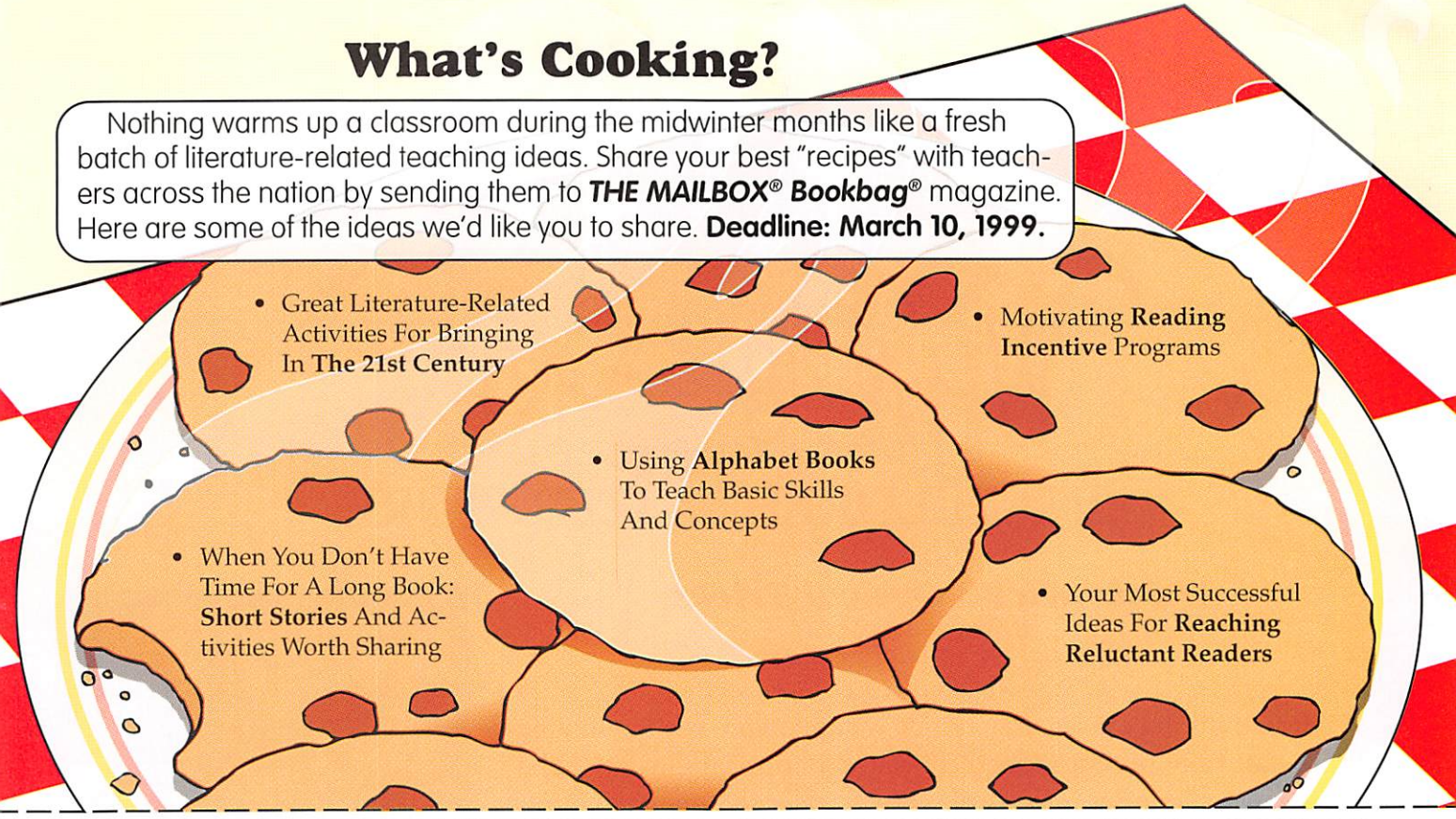
a. ___ I use children's literature two to three times a month.
b. ___ I use children's literature two to three times a week.
c. ___ I use children's literature at least once a day.
d. ___ I use children's literature in several lessons each day.
e. ___ I use children's literature in every lesson I teach.

Enclose additional comments if you'd like.

Please tear out this questionnaire. Fold and tape it according to the directions on the back to make an envelope; then stamp it and drop it in the mail. *Thank you for your feedback!*

What's Cooking?

Nothing warms up a classroom during the midwinter months like a fresh batch of literature-related teaching ideas. Share your best "recipes" with teachers across the nation by sending them to ***THE MAILBOX® Bookbag®*** magazine. Here are some of the ideas we'd like you to share. **Deadline: March 10, 1999.**


• Great Literature-Related Activities For Bringing In **The 21st Century**
• Motivating **Reading Incentive** Programs
• Using **Alphabet Books** To Teach Basic Skills And Concepts
• When You Don't Have Time For A Long Book: **Short Stories** And Activities Worth Sharing
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THE MAILBOX® Bookbag® Magazine Contributor Form

Name: _____

Home Address: _____
(city) (state) (zip)

School: _____

School Address: _____
(city) (state) (zip)

Age(s)/Grade(s) You Teach: _____

Name Of Idea: _____

Description Of Idea: _____

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Or send your ideas through our Web site: **http://www.themailboxbookbag.com** or via e-mail at **mbookbag@themailboxbookbag.com.**

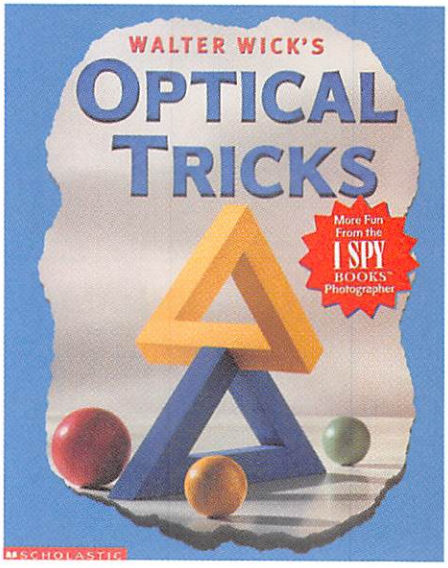
WHAT'S NEW IN CHILDREN'S LITERATURE

by Peggy A. Sharp

Walter Wick's Optical Tricks

By Walter Wick
Scholastic Inc., 1998 • Grades 2–6
45 pages • ISBN 0-590-22227-9

What you think you see may not be what you are really viewing in this beautifully photographed collection of optical illusions. The invitation is to "ponder impossible objects, peer into magical mirrors, and pursue phantom images" in this puzzling and fascinating book. Readers will need to look carefully at these picture puzzles, not only to identify the illusion but to try to figure out how the illusion was created. Clear explanations for the illusions are given in the back of the book. A challenge for all readers, this striking book will especially appeal to those intrigued by visual puzzles and games.



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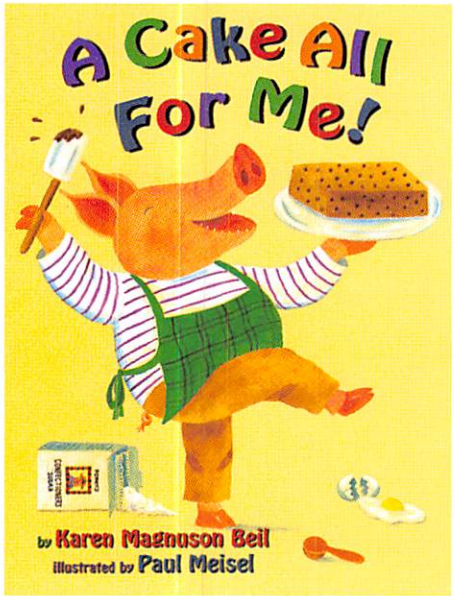

Illustration copyright ©1998 by Paul Meisel.

A Cake All For Me!

By Karen Magnuson Beil • Illustrated by Paul Meisel
Holiday House, 1998 • Grades k–1
32 pages • ISBN 0-8234-1368-3

In this rhythmic counting book inspired by themes and patterns of familiar nursery rhymes ("nine, ten, eggs from the hen"), Piggy happily counts as he measures ingredients and cooks a cake all for himself. When friends come to visit, Piggy realizes that a cake eaten alone is good, but one shared with friends is even better. This delightful cookbook rhyme, complete with recipe and measurement charts, includes full-color illustrations that provide many humorous yet appropriate brand names for the special ingredients. A tasty treat for the youngest readers!

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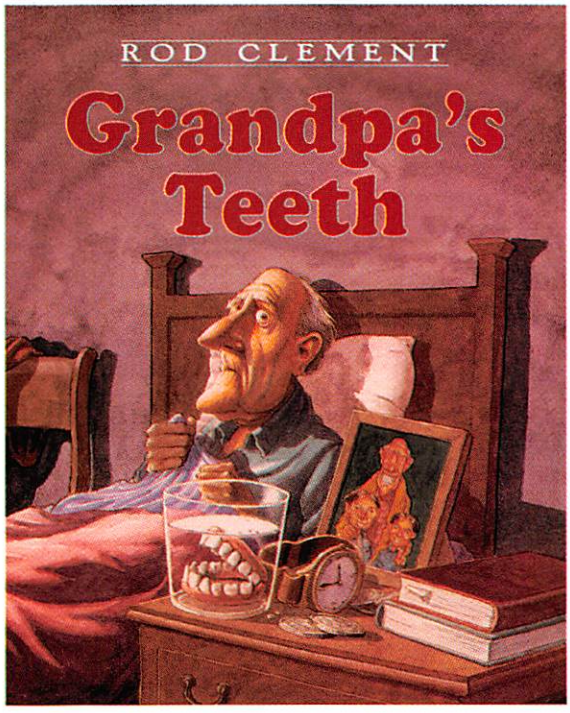


Grandpa's Teeth

By Rod Clement
HarperCollins*Publishers*, 1998 • Grades 1–3
32 pages • ISBN 0-06-027671-1

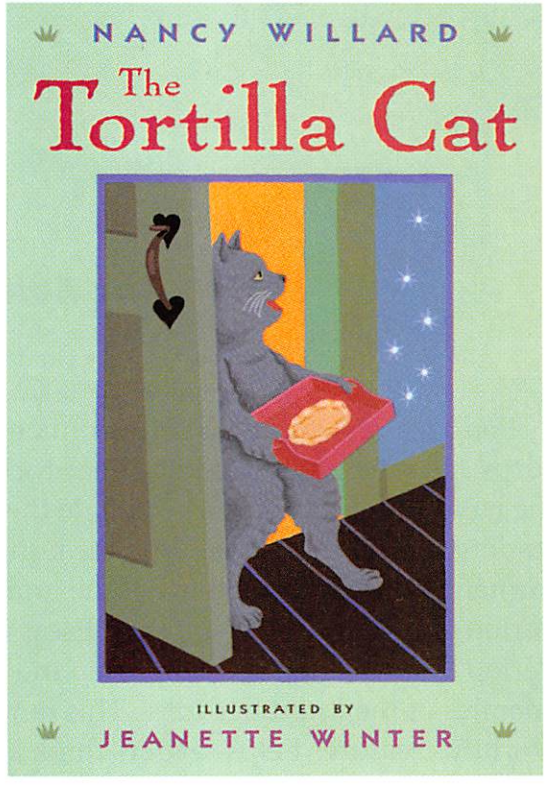
Grandpa's dentures disappear, and he wants to find the thief! As the story unfolds, Grandpa sees suspicious-looking teeth in every mouth, but none of them are his "s*th*pecial" dentures. To avoid suspicion, everyone begins to smile—all the time—whether they feel like smiling or not. All that smiling scares off the tourists, ruins business, and puts such a strain on the townsfolk that they decide to donate a dollar each to buy Grandpa a new set of teeth. Who-dunit? Turn the final page for the biggest grin of all!

Illustration copyright ©1998 by Rod Clement from *GRANDPA'S TEETH*. Reprinted by permission of HarperCollins*Publishers*.

The Tortilla Cat

By Nancy Willard • Illustrated by Jeanette Winter
Harcourt Brace & Company, 1998 • Grades 1–6
48 pages • ISBN 0-15-289587-6

Dr. Romero can cure anything—from warts to chicken pox—until one terrible winter when a fever rages through the countryside, taking the life of his beloved wife. One by one, his five children also contract the fever. The doctor can find no cure, but someone (or something) is watching over the doctor's family—the mysterious Tortilla Cat. As each child in turn burns with fever, a strange cat appears in the night, bearing a magical, healing tortilla scented with oregano and thyme. Each time the cat appears, it carries a tray of a different color, but sings the same haunting song that begins "Chimi Chimi Changa/Choco Yanga." The doctor believes his children suffer from "The Tortilla Cat Delusion," until he contracts the fever himself and comes face to face with the magical cat. Youngsters, who know that the universe is filled with wonder, will enjoy this taste of magical realism.



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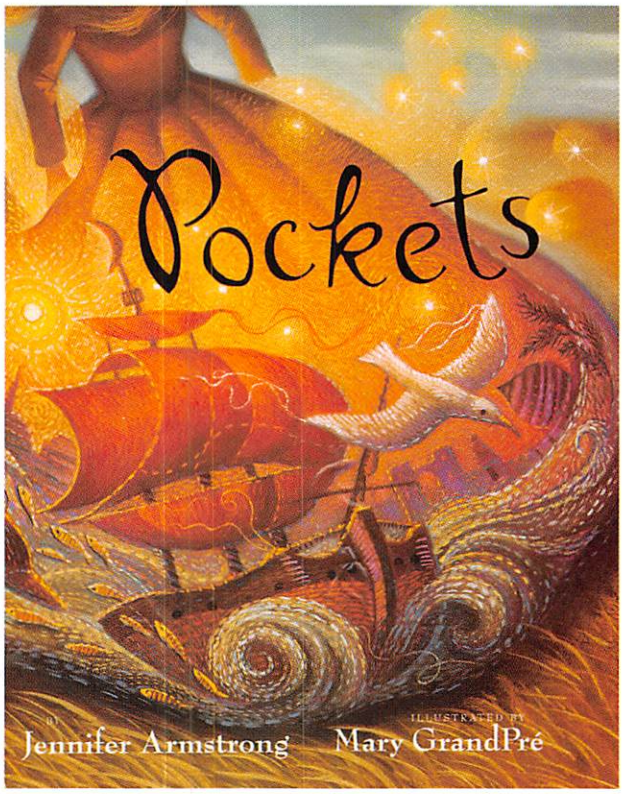


Pockets

By Jennifer Armstrong • Illustrated by Mary GrandPré
Crown Publishers, Inc.; 1998 • Grades ps–4
32 pages • ISBN 0-517-70926-0

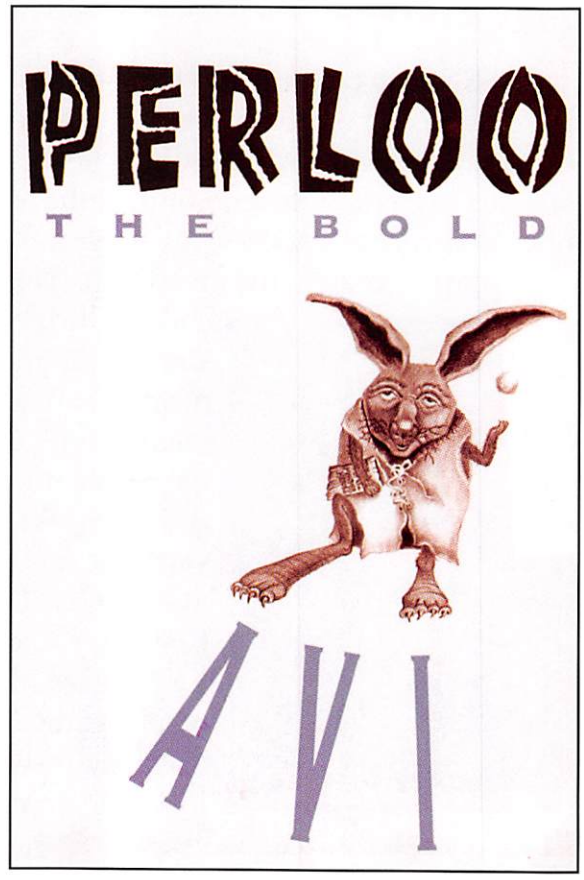
When strong winds blow a heartbroken snippet of a woman into a very simple village in the midst of the plains, the people take her in as a seamstress. She has sewn "doublets, farthingales…gowns with panne velvet godets," but the villagers want plain, simple garments. Taking pity on the drab lives of the joyless villagers, she secretly embroiders the insides of their pockets, bringing them visions filled with color, song, dance, and faraway places. Their joyful imaginings transform the village and heal the woman's broken heart. Illustrations as jeweled and intricate as the finest embroidery delight the eye and lift the spirit.

Illustration copyright ©1998 by Mary GrandPré from *POCKETS*, Crown Publishers, Inc.

Perloo The Bold

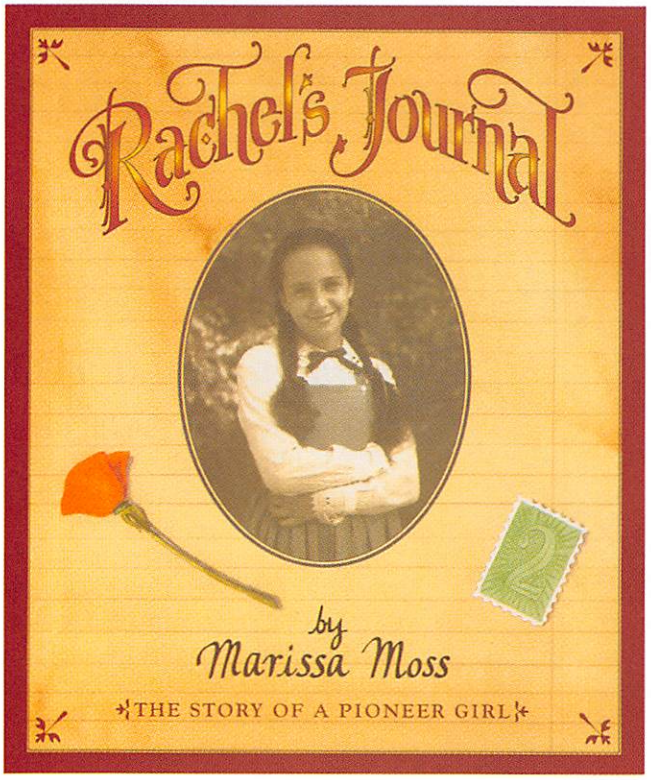
By Avi
Scholastic Press, 1998 • Grades 4–6
225 pages • ISBN 0-590-11002-0

Perloo, a retiring, bookish Montmer tribe member, is surprised when the dying granter proclaims him to be the next leader. In a power struggle the proclamation of leadership is torn, and Berwig, the bungling son of the former leader, declares himself the granter, and accuses Perloo of murdering his mother. Escaping certain death, Perloo finds unexpected help from the Felbarts, longtime enemies of the Montmer tribe. This fantasy of other worldly creatures helps readers think about the true meaning of power and governance, and how to best meet societal needs. Readers will root for the heroes, disapprove of the villains, and hope for more adventures in the land of the Montmers.



Rachel's Journal: The Story Of A Pioneer Girl

By Marissa Moss
Harcourt Brace & Company, 1998 • Grades 3–5
50 pages • ISBN 0-15-201806-9



Rachel, a perceptive ten-year-old, chronicles her family's journey from Illinois to California on the Oregon Trail in 1850. Her enthusiasm and wonder are evident in journal entries describing the dangers and unexpected events, as well as the unforgettable happy times. Filled with honest reactions to the difficult trip and to the people heading west, the young pioneer's journal gives a firsthand look at the difficulties of traveling on a wagon train. Illustrations and comments in the margins of this notebook-format book add to the humor and reality of the description. Rachel is not an actual person and her diary did not exist, but the experiences are based on those of overland emigrants between 1846 and 1868.

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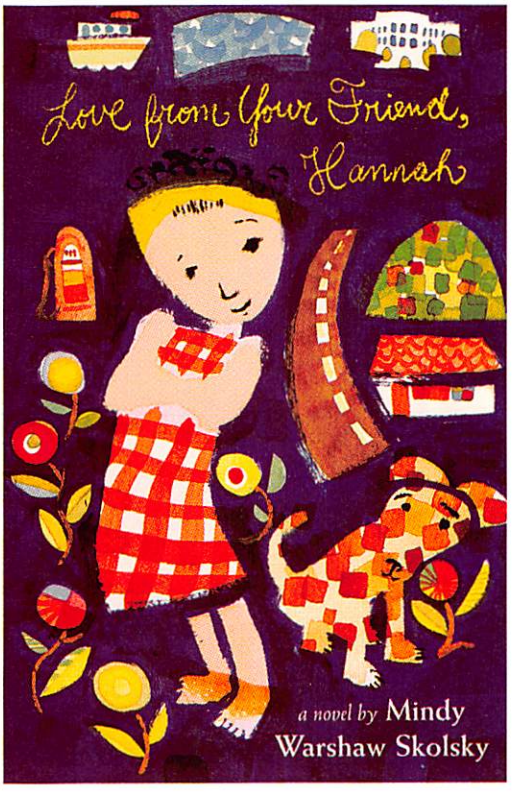


Love From Your Friend, Hannah

By Mindy Warshaw Skolsky
DK Publishing, Inc.; 1998 • Grades 4–6
246 pages • ISBN 0-7894-2492-4

Hannah Diamond lives in back of the Grand View Restaurant along a winding highway in New York State. From her isolated home, Hannah keeps in touch with others by writing letters. She writes letters to her grandma and grandpa, who own a candy store in the Bronx; to her best friend, Aggie, who moved away; to a pen pal in Wichita, Kansas; even to President Franklin D. Roosevelt.

Hannah's conversational letters and the replies she receives offer vivid snapshots of daily life during the late 1930s, and an intimate glimpse into the lives of the Roosevelts—Eleanor's love of the poet Emily Dickinson, Franklin's dedication to stamp collection, and their shared concern for the plight of the poor and unemployed. As the story progresses, Hannah discovers that good pen pals are as rare as good friends, but sometimes, with a bit of work and understanding, letter-writing skills and friendships can grow.

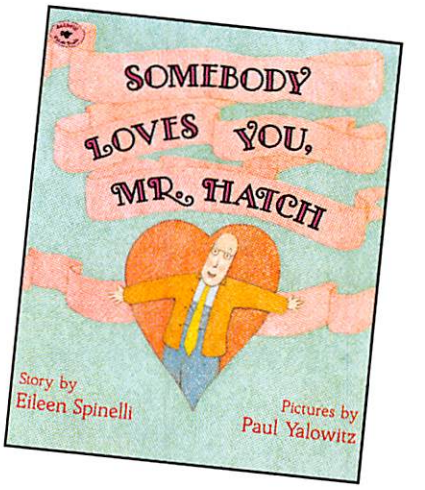
Seasonal Selections

by Elizabeth H. Lindsay

Valentine's Day

Somebody Loves You, Mr. Hatch

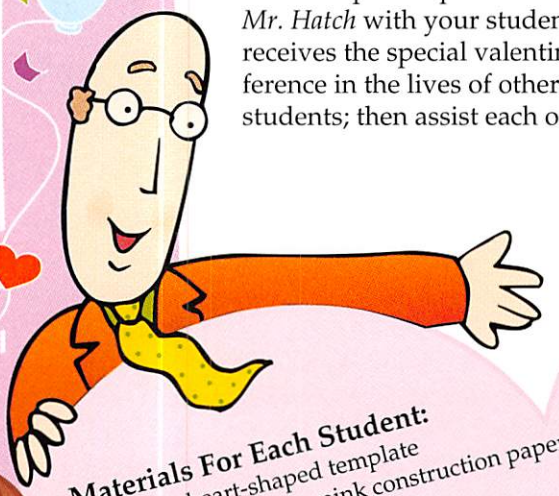
Written by Eileen Spinelli • Illustrated by Paul Yalowitz
Aladdin Paperbacks, 1996 • 32 pages • Grades k–3
ISBN 0-689-71872-1



After receiving a mysterious Valentine's Day package, the dreary Mr. Hatch breaks out of his monotonous routine. He dons not only a yellow tie with blue polka dots, but a new sense of spirit! This delightful story with its colorful pencil illustrations sends a subtle message about the pain of loneliness and how a little kindness truly goes a long way.

Kindness Makes The World Go Round

Put a special spin on kindness with this one-of-a-kind gift! Share the book *Somebody Loves You, Mr. Hatch* with your students. Have students describe Mr. Hatch's personality before *and* after he receives the special valentine. Point out that small acts of kindness can often make a very big difference in the lives of others. Distribute the materials and copies of the directions below to your students; then assist each one in creating a special valentine for someone he loves.



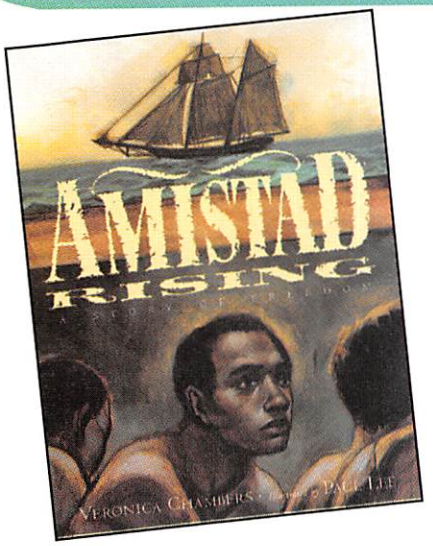
Materials For Each Student:

1 medium heart-shaped template
2 sheets 9" x 12" red or pink construction paper
scissors
colored pencils or markers
glue or tape
4 pieces wrapped candy
one 12-inch length of yarn or ribbon
access to a hole puncher

Directions For Each Student:

1. Decide to whom you will give your valentine. Think of four kind deeds you can do especially for this person.
2. Use a template to trace four heart shapes on red or pink construction paper. Cut out each shape.
3. On each heart, write the message "Somebody Loves You!" and a description of a kind deed you will do. Add decorative details to each heart using colored pencils or markers.
4. Glue or tape a piece of wrapped candy onto each heart.
5. Fold each heart shape in half, keeping the design on the inside.
6. Glue the right back surface of one heart to the left back surface of another heart. Repeat until all four hearts are glued together. Let the glue dry.
7. Punch a hole near the top of the project. Thread a length of yarn or ribbon through the hole and securely tie it.
8. Share your heartfelt valentine with the one you love.

Black History Month



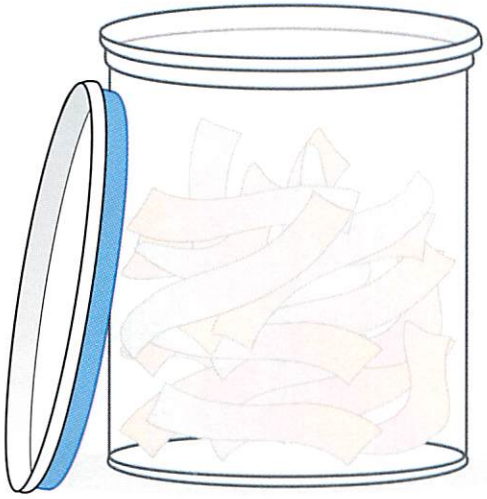
Amistad Rising: A Story Of Freedom

Written by Veronica Chambers • Illustrated by Paul Lee
Harcourt Brace & Company, 1998 • 40 pages • Grades 3+
ISBN 0-15-201803-4

Strong images created by vivid words and powerful illustrations bring to life the story of Singbe, otherwise known as Joseph Cinqué, and his fight for the right to freedom.

Sensing Freedom

As you read aloud the story of the *Amistad*, have your students identify the injustices endured by the 53 African prisoners. Discuss how after their release, Cinqué and the others "tasted the sweetness of their freedom." Ask students to use their own senses to think about what freedom means to them. Give a strip of paper to each student. On the strip of paper, have the student write a sentence describing what freedom *feels, looks, sounds, smells,* or *tastes* like. (See the examples below.) Collect the strips; then put them in a sealed container. Each day, have a different student open the container, pull out a strip, and read aloud the sentence, sharing the "sense of freedom" with the class.

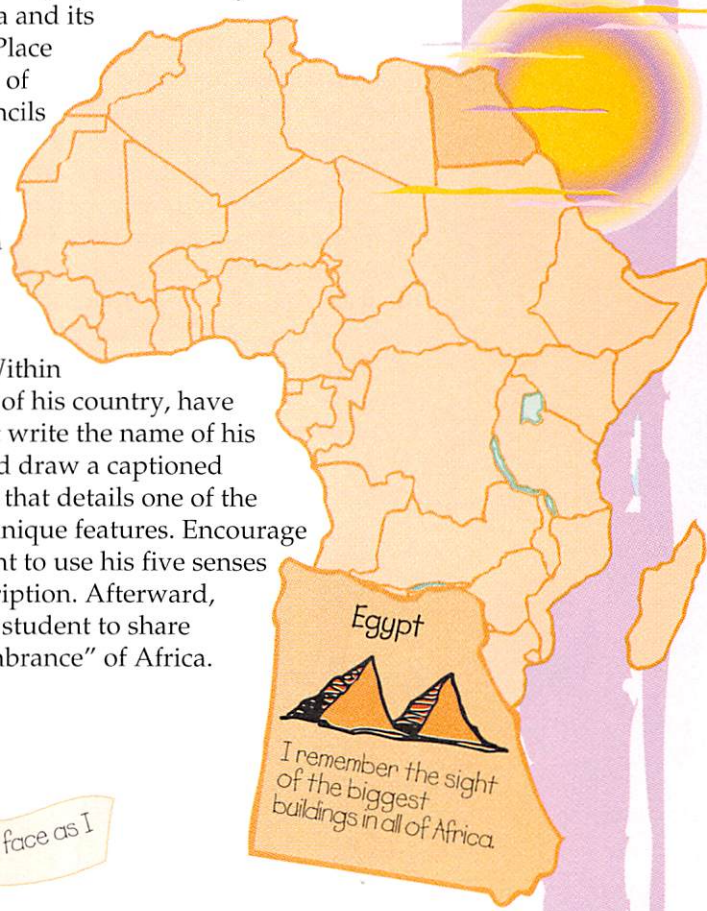


Freedom sounds like the rush of waves on a sandy beach.

Freedom feels like the wind in my face as I ride my bike down a steep hill.

Remembering Africa

After reading the story, remind students of Cinqué's fear about forgetting his homeland—like the smell of its freshly harvested rice, the color of its sunsets, and the feel of its wet grasses beneath his feet. Point out to students that Africa is a rich and diverse continent. On the wall, post a large sheet of white bulletin-board paper on which you've outlined Africa and its countries. Place a container of colored pencils or crayons near the map. Then assign each student an African country to research. Within the outline of his country, have the student write the name of his country and draw a captioned illustration that details one of the country's unique features. Encourage each student to use his five senses in his description. Afterward, invite each student to share his "remembrance" of Africa.



National Nutrition Month

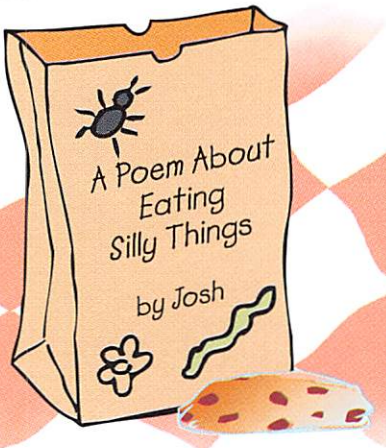
Never Take A Pig To Lunch And Other Poems About The Fun Of Eating

Selected and illustrated by Nadine Bernard Westcott
Orchard Books, 1998 • 64 pages • Grades 3–6
ISBN 0-531-07098-0

What student can resist the temptation to dine on a book chock full of the delightful and the disgusting? Included in this collection are 56 poems by popular poets regaling readers with the fun of eating. Accompanied by zany illustrations, these poems will satisfy even the most finicky diner!

Pick A Poem For Lunch

After sharing *Never Take A Pig To Lunch…*, have students serve up some of their own silly poems. Begin by giving each student a paper lunch bag, a sturdy white napkin, a 12-inch length of yarn or ribbon, and markers. Have each student select a topic from the book, write a poem about it on the napkin, and draw an accompanying illustration on the lunch bag. Afterward, direct the student to roll up the napkin, tie a bow around it with the yarn or ribbon, and place it inside the bag. Before students go to lunch, secretly add a special treat to each bag. Then place the bags on a lunch tray or in a decorative basket. At lunch, invite each student to select one bag. Vary the idea by having the class serve its poems to younger (or older) students. Lunch will never be tastier!



Poetry Picnic

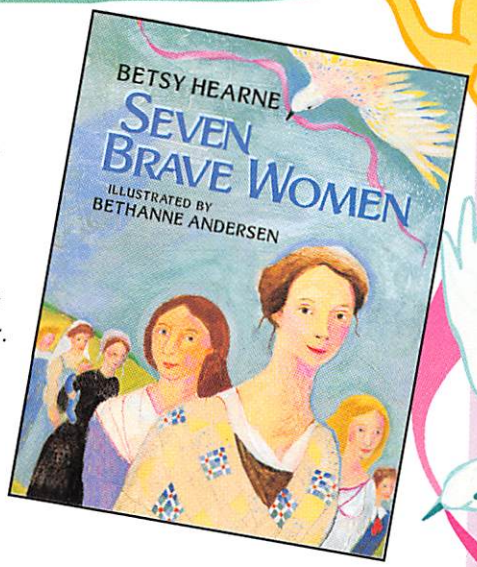
Dish up a serving of the giggles with this creative activity for your little ones! As a class choose a favorite dish, such as spaghetti. Ask your students to name its ingredients (noodles, meatballs, sauce, etc.). Then, on the chalkboard, write a poem like the example below. Ask students to identify which item replaced each ingredient (noodles became rubber pencils, meatballs became brown golf balls, and sauce became red paint). Invite students to share their own silly ingredients for a spaghetti dish.

Next give a white paper plate and crayons to each student. Assist the student in using the example as a model for creating a poem about a different favorite food. Have her write (or dictate) the poem on the plate's outer edges and draw an accompanying picture in its center as shown. Spread a tablecloth or blanket on the floor and gather your group to share their delicious dishes!

Spaghetti is my favorite dish: it's made of stuff that's neat.
Rubber pencils, brown golf balls, and a bit of red paint.
Top it off with a glass of glue,
and isn't it a treat?

National Women's History Month

Seven Brave Women



Written by Betsy Hearne • Illustrated by Bethanne Andersen
Greenwillow Books, 1997 • 24 pages • Grades k+
ISBN 0-688-14502-7

In this special story, Hearne takes readers on a journey through generations of her family's history. Seven courageous women did not fight in wars, but birthed babies, built buildings, and tended the poor. Through deeds both quiet and grand, they inspired their families to continue the legacy of meeting life's challenges head-on.

Picture Her Story

Showcase the brave women in your students' families by creating a portrait gallery. After reading the book *Seven Brave Women* aloud, discuss with students how even the small deeds we do make us the special people we are. Distribute the materials and directions listed below to your students. Direct each student to talk with a family member about a female ancestor, finding out what life was like during the time in which she lived and what "great" things she accomplished. Instruct students to complete the activity as directed; then display the completed portraits in a "photo gallery" along a shelf or around a table. In turn, invite each student to share the life of her brave ancestor.

Materials For Each Student:

two 9" x 12" pieces of colorful tagboard
two 9" x 12" sheets of cream-colored construction paper
markers or colored pencils
ruler
scissors
glue
arts-and-crafts materials
one 12-inch length of ribbon
access to a hole puncher

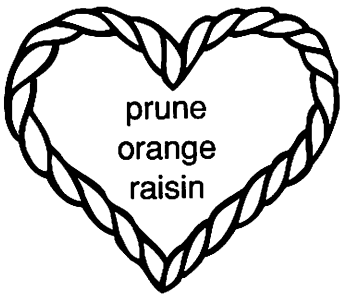
Directions For Each Student:

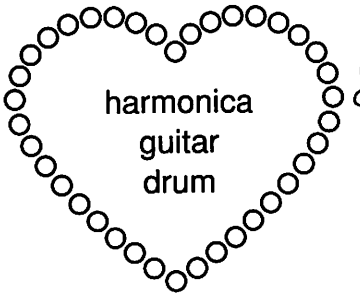
1. Use a ruler to measure a two-inch border on one piece of tagboard.
2. Cut out the center of the tagboard, leaving the border to create a frame. Decorate the frame using markers or colored pencils and various arts-and-crafts materials.
3. On a 9" x 12" sheet of construction paper, draw and color a picture of your ancestor. Be sure the picture fits within the tagboard frame.
4. Glue the frame to the picture.
5. On the other sheet of paper, write a paragraph about your ancestor. Model your paragraph after those in the story. Glue this sheet to the remaining piece of tagboard.
6. Make two holes near the top of the two pieces of tagboard. Loosely tie the ribbon through the holes, allowing the frame to stand as shown.

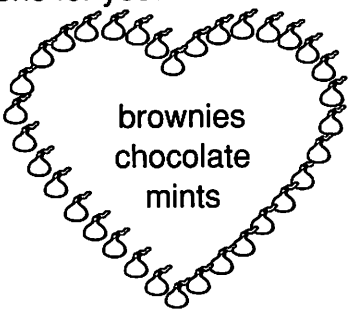
Name _____ Categorizing words

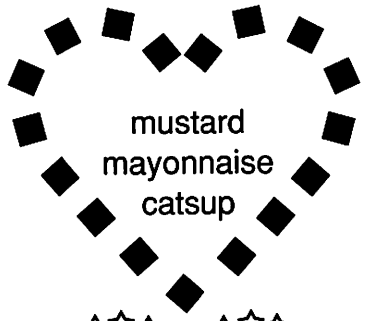
Mystery Hearts

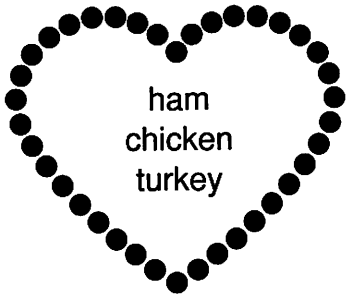
Read the words in each heart. Think of one category or group that contains all three words. Write that group name in the matching candy box below. The first one is done for you.

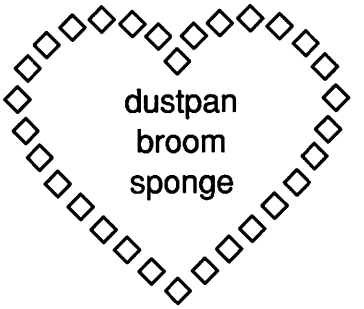


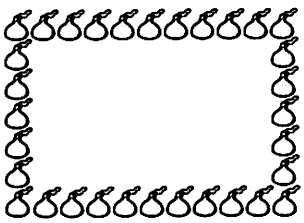


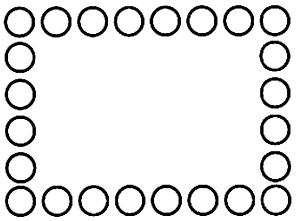


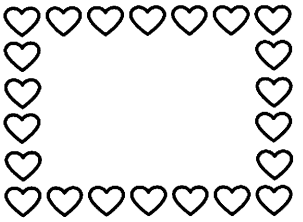






1. 

2. 

3. 

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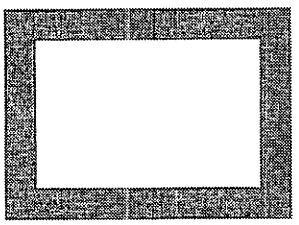
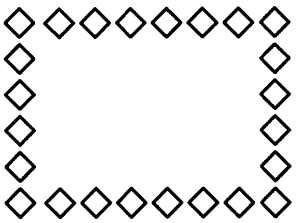
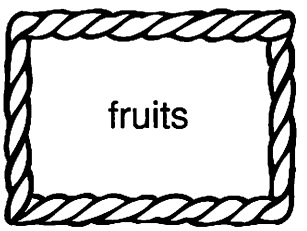
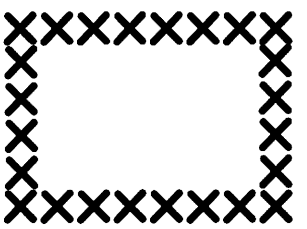
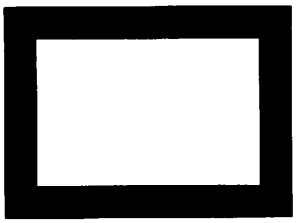
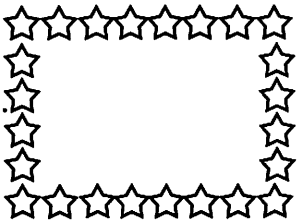
5. 

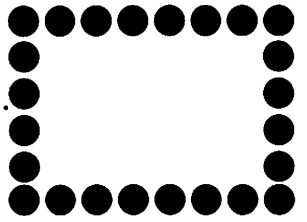
6. 

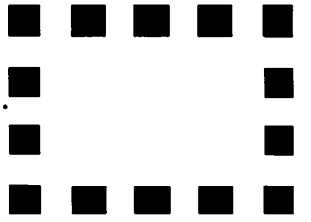
7. 

8. 

9. 

10. 

11. 

12. 

Bonus Box: Six of the hearts can be grouped together. Color these six hearts pink. Write the group name on the back of this sheet.

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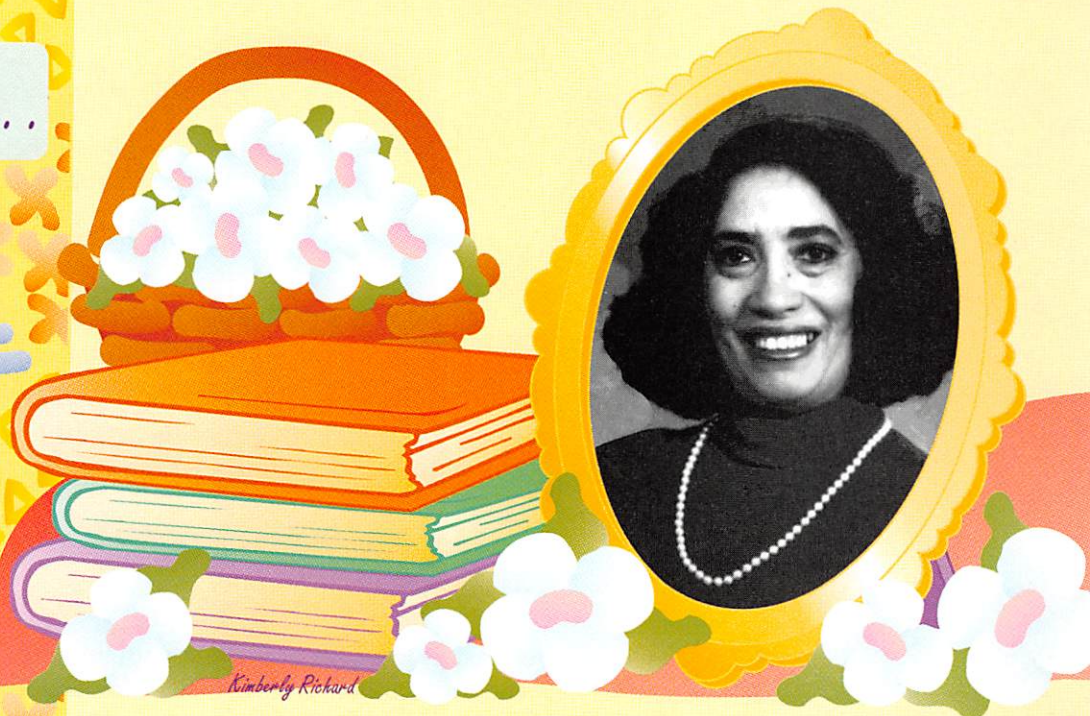
Meet The Author . . .



Patricia C. McKissack

by Kim Griswell, Jan Brennan, and Debra Liverman

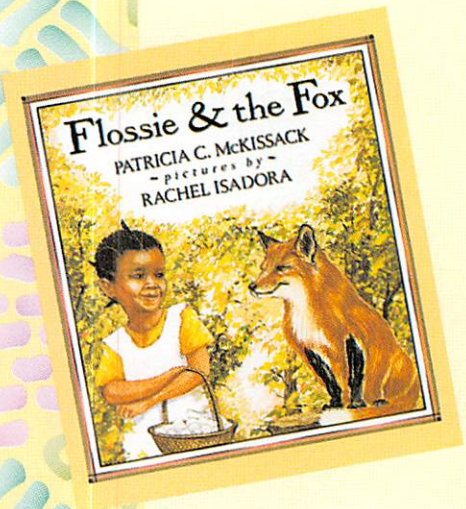
What would you do if you loved to read, but could never find a book about someone like you? If you were Patricia McKissack, you would write your own stories. Born in 1944, Patricia grew up in Nashville, Tennessee. She lived during a time when segregation shut the doors of many places to Black Americans. Fortunately, the doors of the public libraries were wide open, and the friendly librarians shared their love of books with Patricia and all kinds of children.

Open libraries fostered Patricia's love of books, but her imagination sparked her love of storytelling. Patricia's vivid imagination was nurtured by a whole family of storytellers. Mama Frances, her maternal grandmother, loved to tell family stories. Daddy James, her maternal grandfather, used his grandchildren's names for the brave and wily characters that inhabited his tales. And Mama Sarah, her paternal grandmother, filled the twilight with scary stories that made her grandchildren shiver.

Even her husband, Fredrick McKissack, turned out to be a storyteller. Though he trained to be a civil engineer, Fred became Patricia's writing partner in 1981. Fred enjoys researching, while Patricia loves writing. Together, they work "to make history come alive for children" and to highlight the contributions of Africans and Black Americans. With more than 60 books to her credit, Patricia McKissack has helped today's Black American children find storybook characters that share their own experiences.

Did You Know?

- **Patricia wrote her first book—a biography of her favorite poet, Paul Laurence Dunbar—while teaching eighth-grade English.**
- **When writing a book, Patricia tapes the story and listens to the words over and over until they sound right.**
- **Patricia keeps ideas in her head for as much as a year before writing about them. She calls this "*noodling* a story," which she says is like "doodling with your mind."**
- **According to Patricia, when writing nonfiction, you have to throw out *everything* you can't prove.**



Flossie And The Fox

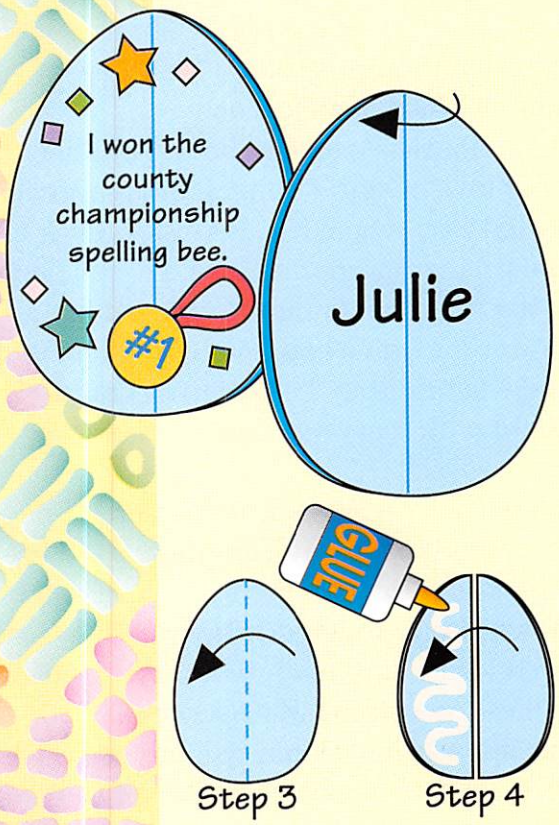
Illustrated by Rachel Isadora
Dial Books For Young Readers, 1986
32 pages • Grades ps–3
ISBN 0-8037-0250-7

Flossie's errand for her grandmother turns into a showdown between the little girl and a sly fox who is out to steal her basket of eggs. Flossie demands proof that the fox is indeed a fox, which unnerves the usually cunning animal. Readers will cheer on Flossie all the way to this clever tale's end.

Outfoxing The Fox

Challenge your youngsters to outfox each other with this guessing game. First have each student secretly choose an animal and write five facts about that animal's appearance, habitat, size, diet, or other characteristics. (If desired, have the student arrange her facts from the most general to most specific.) Next select one child to be the fox and one child to be the challenger.

To begin play, have the entire class recite this chant: *"Clever ole fox, so cunning and sly. Can you outfox him? Give it a try!"* Then have the challenger read aloud her animal facts one at a time as the fox tries to guess the identity of the animal. If the challenger can read all five facts without the fox guessing the correct animal, she has outfoxed the fox and she becomes the fox for the next round. If the fox identifies the animal, he remains the fox for another round. Simply select another challenger, have the class recite the chant, and play again. Continue until each child has had a chance to outfox the fox!



One-In-A-Million Me!

Fox struggled to find a unique characteristic that would distinguish him from other animals. Help students recognize their unique qualities with this class display. Provide each student with the materials listed; then guide her through the steps below. Post the completed eggs near a basket cutout on a bulletin board titled "One-In-A-Million Me!" Invite each student to read the characteristics and flip each paper, revealing her one-in-a-million classmate!

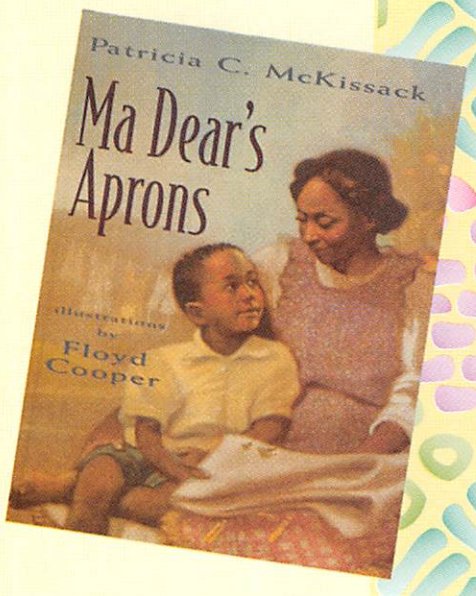
Materials For Each Student: two enlarged egg shapes cut from colorful paper; glue; crayons; assorted craft materials such as glitter, stickers, and scrap paper

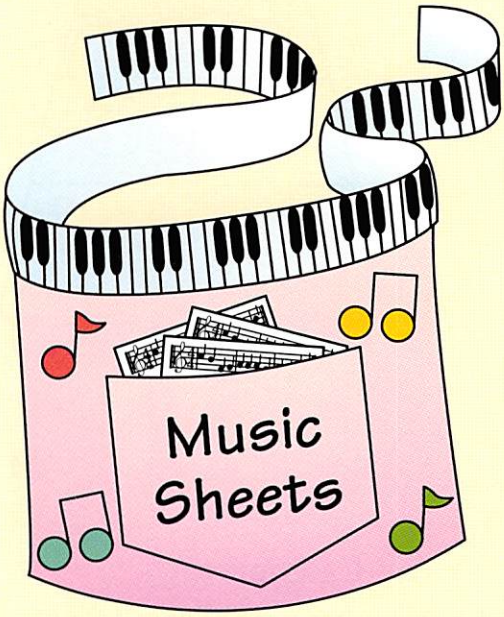
Directions:

1. Have each student think of one quality that makes her special. Instruct her to write it on one of the egg shapes.
2. Direct her to use craft materials to decorate her egg to make it unique.
3. Have her fold both egg shapes as shown.
4. Guide her to glue the right half of the decorated egg shape to the left half of the blank egg shape.
5. Instruct her to write her name on the blank egg shape.

Ma Dear's Aprons

Illustrated by Floyd Cooper
Atheneum Books For Young Readers, 1997
32 pages • Grades 1–4
ISBN 0-689-81051-2



David Earl, a young, southern Black boy, identifies each day of the week and its chores by noting which apron his mother puts on each morning. Monday's blue apron means laundry day, Tuesday's yellow one signals ironing, and so on. While each day is organized and predictable, love is woven into every day's routine as Ma Dear and David Earl share few but precious moments together.

Our Own Dear Aprons

Celebrate special activities in your students' lives by having them design their own aprons. In advance, provide each student with one 9" x 12" piece of felt; one 1" x 36" length of ribbon; and a supply of stickers, sequins, fabric scraps, and fabric glue. Point out that each of Ma Dear's aprons is designed for a specific task on a specific day. The long pocket on the blue apron holds clothespins on laundry day. The brown apron doesn't show dirt when she cleans house. Next ask each student to think about one important task or activity that he does each week. Have each student glue his ribbon to the felt as shown, then decorate the apron to represent that activity. If desired, show students how to make a pocket by gluing the bottom and sides of a fabric square to the felt. Invite each student to don his completed apron and tell the class about the weekly activity it represents.

Ma Dear's Treats

Share fun moments with your students while motivating them to practice good work habits. Begin by reviewing the daily treats that Ma Dear shares with David Earl. Tell students that at the end of each day for one week you will share a treat with every student who has completed his work. Then, throughout the week, complete the following activities:

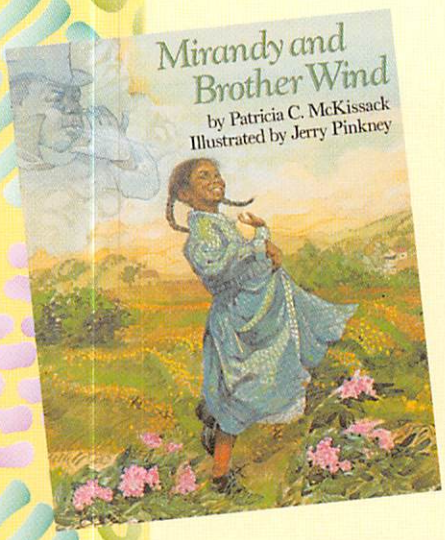
Monday—Have each student use craft materials to decorate a clothespin to resemble his favorite storybook character. (See "Clothespin Characters" on page 62.)

Tuesday—Fill an apron's pockets with peppermint candies. Walk around the room, allowing each student in turn to pull a candy from the pocket.

Wednesday—Give each student a 36-inch length of yarn tied into a circle with which to make such string shapes as Jacob's ladder, crow's feet, or cup and saucer.

Thursday—Peel the skins off several apples without breaking the skins. Randomly select students to drop the peels over their shoulders to make letters. Cut the peeled apples into slices and distribute one slice to each student.

Friday—Challenge each student to read or recite a tongue twister to the class.



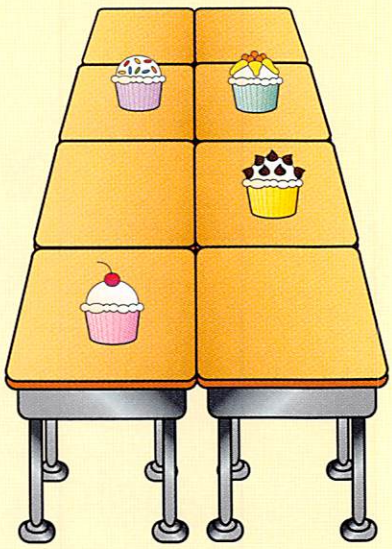
Mirandy And Brother Wind

Illustrated by Jerry Pinkney
Alfred A. Knopf, 1988
32 pages • Grades ps–3
ISBN 0-394-88765-4

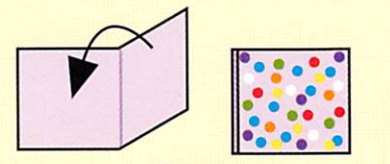
Mirandy sets out to capture Brother Wind so he can be her cakewalk dance partner. She struggles for two days, but when she finally captures him she suddenly changes her request. This story, based on the Black American tradition of the cakewalk dance, celebrates friendship and movement.

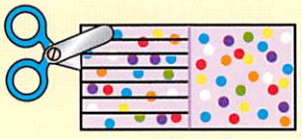
Classroom Cakewalk

Push back the desks, roll up your sleeves, and get ready for some high-stepping, dancing fun! Gather your students and plan this variation of the traditional cakewalk dance. In advance, have parent volunteers bake and decorate enough cupcakes for each student to have one. (If desired, decorate each cupcake differently.) Also obtain a radio to provide the music. Then arrange eight student desks as shown. Place a cupcake on four of the desks. To play, have one student stand in front of each desk. Start the music and instruct students to dance clockwise around the desks. After about one minute, turn off the music and have students stop dancing. Any student who stops in front of a desk containing a cupcake wins that cupcake. Have the four winners sit down and select four new players to take their places. Continue playing until each student has won a cupcake.

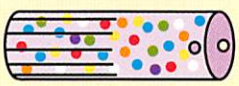


Looking for an informational, student-friendly biography of Patricia C. McKissack? Check out her book *Can You Imagine?* (Richard C. Owen Publishers, Inc.; 1997; ISBN 1-878450-61-1).


Step 1


Step 2

Step 3


Step 4

Step 5

Wind Catcher

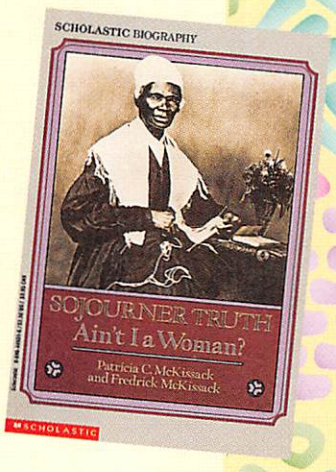
Catching the wind is a breeze with these student-made wind catchers! Give each student a 6" x 12" piece of colorful wrapping paper and an 18-inch length of curling ribbon. Then guide him through the steps below to make a wind catcher. Securely hang the completed projects from the ceiling in an open hallway or near an open window. Then watch the catchers dance with the wind!

How To Make A Wind Catcher:

1. Fold the wrapping paper in half to make a six-inch square.
2. Unfold the paper, and cut 1/2-inch-wide strips starting at the bottom edge and ending on the fold.
3. Roll the paper into a long, thin tube. Secure it with tape.
4. Punch one hole on each side of the wind catcher as shown.
5. Thread the ribbon through the two holes and knot it.

Sojourner Truth: Ain't I A Woman?

Patricia C. McKissack and Fredrick McKissack
Scholastic Inc., 1994
186 pages • Grades 4–6
ISBN 0-590-44691-6

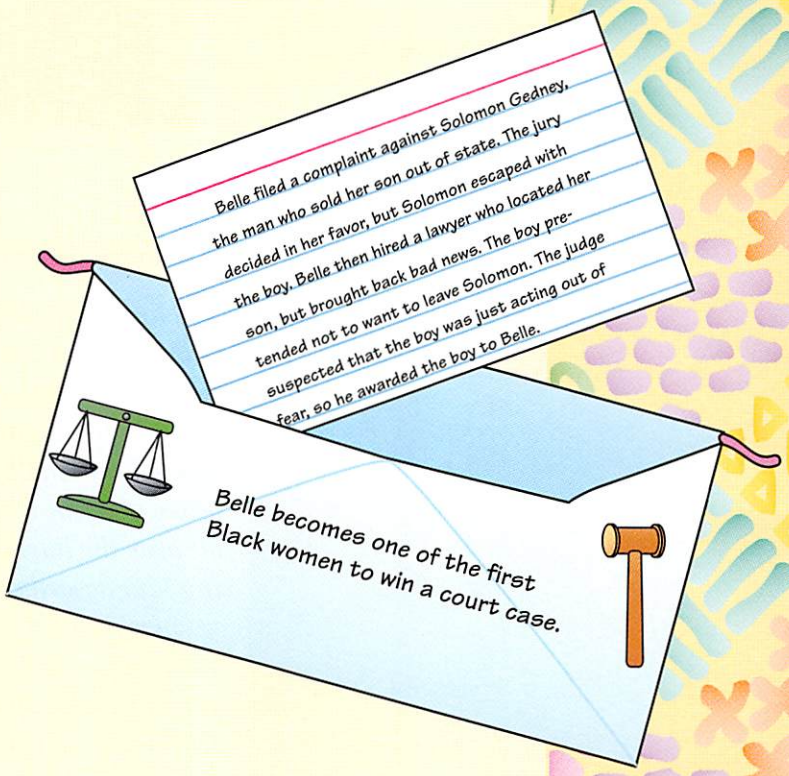


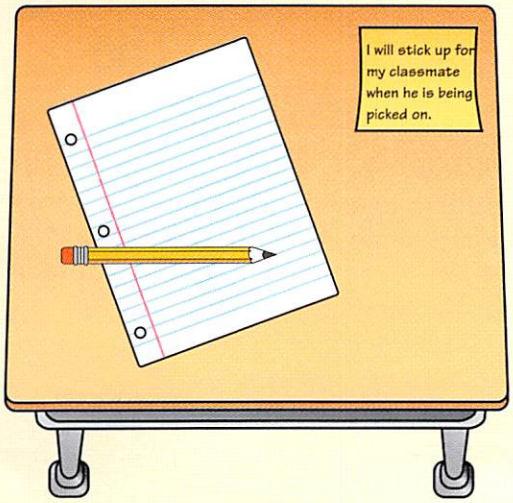
From preacher to abolitionist to activist for the rights of both Blacks and women—one woman did it all. This thorough biography begins at the birth of the slave known as Isabella in 1797, and ends with her death as the famous Sojourner Truth in 1883. As her amazing life story unfolds, readers get a well-told lesson on 19th-century American history.

A Sojourner Truth Life Line

Help students organize and remember the events of Sojourner Truth's life with this hanging timeline. After reading this story, create a class list of 25 important events in Sojourner Truth's life. Assign each student a different event. Then give each student one business-size envelope and one small, lined index card. Instruct the student to write a one-sentence description of the event (and its date, if one was provided in the story) on the back of the envelope. Next have her write a lengthier description of that event on the index card and place it in the envelope. If desired, have each student decorate her envelope with related designs.

Arrange the envelopes in chronological order, hanging each on a string. (To attach the envelope to the string, wrap the envelope's flap over the string and seal it against the inside of the envelope, leaving the pocket open.) Invite students from other classes to visit the display, pull out the cards one at a time, and read the amazing events in Sojourner's life.

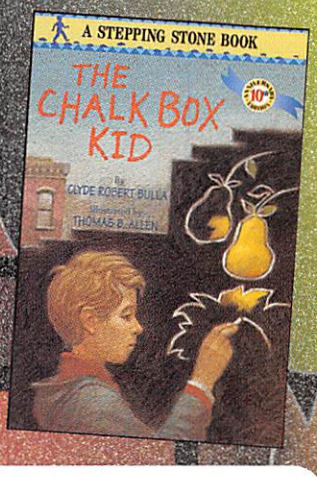

Belle filed a complaint against Solomon Gedney, the man who sold her son out of state. The jury decided in her favor, but Solomon escaped with the boy. Belle then hired a lawyer who located her son, but brought back bad news. The boy pretended not to want to leave Solomon. The judge suspected that the boy was just acting out of fear, so he awarded the boy to Belle.
Belle becomes one of the first Black women to win a court case.



Sticking Up For Truth

No doubt your students will agree that Sojourner Truth was an extraordinary woman. But what does it take to be an extraordinary person? Brainstorm a list of the positive attributes of Sojourner's character, such as *courage*, *strength*, and *determination*. Ask each student to think about how he and Sojourner Truth are alike. As a class, brainstorm daily steps that each student can take to become more like Sojourner Truth. Have each student select one of the steps as a goal, write it on a sticky note, and stick it onto his desktop. The notes will serve as daily reminders to help students work toward their goals.

The Chalk Box Kid



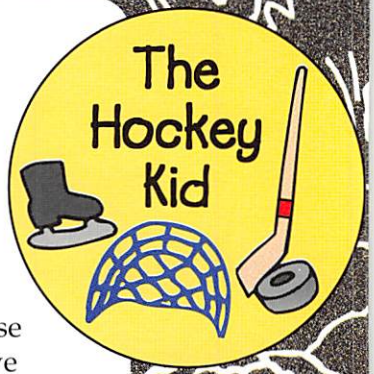
Written by Clyde Robert Bulla
Illustrated by Thomas B. Allen

Random House, 1987 • 59 pages • Grades 2–4 • ISBN 0-394-89102-3

Nine-year-old Gregory has a lot to cope with: an unfamiliar neighborhood, an awkward start in a new school, and an obnoxious uncle with whom he has to share his bedroom. One day, while exploring his concrete-covered neighborhood, Gregory discovers a burned-out chalk factory. Sweeping away the debris, he uncovers boxes of clean white chalk. Gregory decides to draw a chalk garden all over the burned walls of the factory. His classmates, after hearing him describe his extensive garden, come to investigate, but end up mocking his efforts. However, one classmate recognizes Gregory's artistic talent—which is suggested in the book's reflective pencil illustrations—and brings his magnificent drawings to the attention of his teachers. Use the following activities and reproducible to present this hopeful tale of friendship and personal resilience.

by Bonnie Pettifor, Urbana, IL

After Reading Chapter 2: Help students' classification skills flourish with this class game. First point out that Uncle Max gave Gregory the nickname "Paintbrush Kid" because he is always painting. Then have each student think of an object with which he would like to be associated. This object should tell others something about his personality or interests. Distribute one 4-inch construction-paper circle to each student. Direct the student to use crayons or markers to design a button featuring that object and a nickname as shown. Use masking tape to attach each student's button to his shirt.

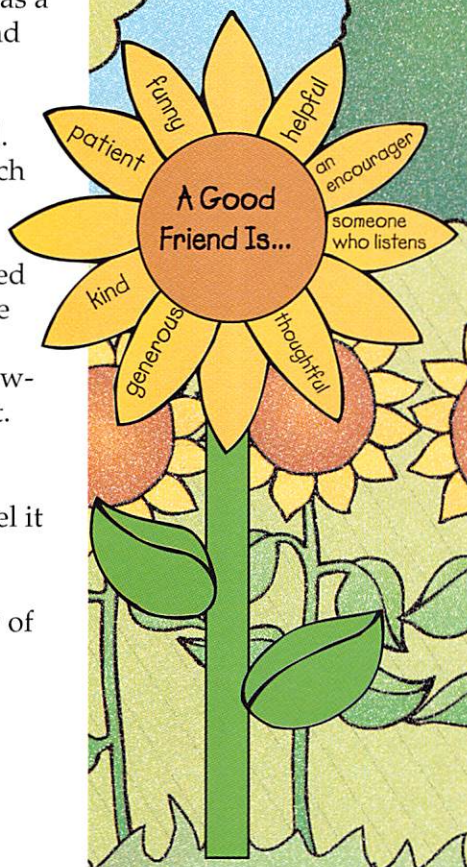


To play the game, call out a category, such as *sports*. Have each student whose object has something to do with sports come to the front of the classroom. Have the remaining students read the buttons to double-check that the standing students belong in this category. Invite each of the students in the sports group to share why he gave himself that nickname. Afterward have these students return to their seats. Begin again by calling out a new category.

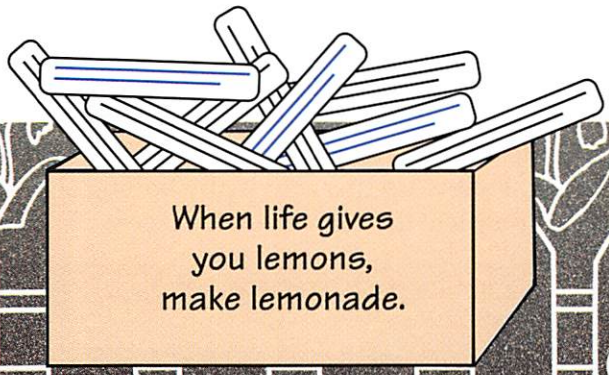
After Reading Chapter 5: Gregory is struggling to make friends in his new school. Help make sure that classroom relationships blossom in your class with this student-made wall display. Explain that just as a seed needs elements—such as sunlight, water, and time—to grow, friendships also need certain elements to keep them healthy. Have each student think about the qualities that make a good friend. Then randomly pair your students, providing each pair with construction paper, scissors, glue, and markers. Guide each pair through the steps for making a friendship flower. Display the completed blossoms, along with grass cutouts, a picket fence cutout, or flowerpot cutouts, on a board titled "Friendships In Bloom." Refer students to the flowers whenever classroom friendships begin to wilt.

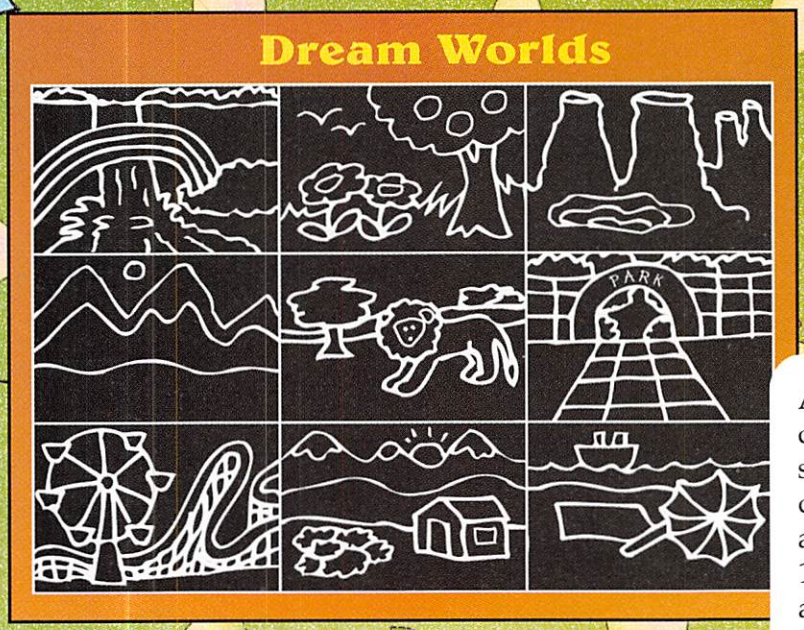
How To Make A Friendship Flower:

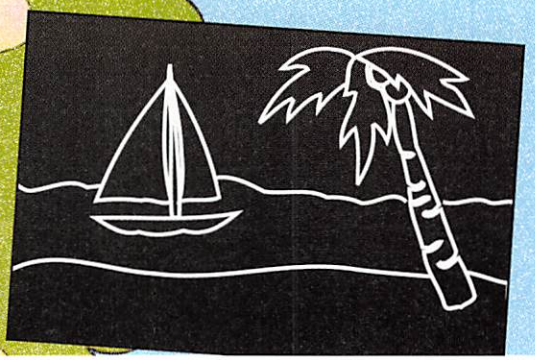
1. Cut out a construction-paper circle and label it "A Good Friend Is…"
2. Cut flower-petal shapes from construction paper, and glue them around the perimeter of the circle.
3. Brainstorm with your partner words and phrases that complete the label.
4. Write each word or phrase on a different flower petal.
5. Add a stem and leaves to complete your flower.



After Reading Chapter 6: Help students explore positive ways to deal with disappointing situations. Write the following quotations on the chalkboard: "When life gives you scraps, make a quilt" and "When life gives you lemons, make lemonade." Ask students to explain the message behind these two quotes. Then have them describe how this message relates to Gregory's experiences in the story. *(Gregory can't have a real garden, so he uses the chalk that he finds in the abandoned building to draw an imaginary garden.)* Invite each student to share a time when she made the best of a difficult situation. If desired, have her write her response on a white poster-board strip cut to look like a chalk stick. Then create a wall display by placing the chalk sticks in a construction-paper chalk box labeled with the quotation.







After Reading Chapter 8: Encourage students to share their dreams through art inspired by Gregory's drawings. Have each student imagine a place where he could go to get away from his troubles. Give each student an 18" x 24" sheet of black construction paper and a piece of white chalk. Challenge him to draw his imaginary place on the black paper. Spray each completed picture with aerosol-style hairspray to preserve the designs. Invite each student to explain his drawing before you post all of the pictures on a large wall to create one continuous mural titled "Dream Worlds."

After Reading The Book: Do people always say what they feel? If not, what are some other ways that they reveal their feelings? Ask students these and similar questions to get them thinking about how they *draw conclusions* in real life by observing others' body language and voice tones. Next give each pair of students a slip of paper that's been programmed with a different feeling word, such as *angry, happy, calm, worried, afraid, bored, disgusted, excited,* or *surprised*. Have each pair, in turn, silently act out the feeling for the class. Challenge the remaining students to name the feeling that is being acted out and the physical clues that helped them determine their answer.

Point out that just as students used clues in this activity, readers must use clues, or *draw conclusions,* in stories to determine what is happening. Follow up this activity by having students complete the reproducible on page 23.

"Pear-fectly" Clear Conclusions

Read the clues on each pear.
Choose the conclusion from the list.
Write the correct letter on the line.

1. Ivy touches Gregory's castle picture.

   Ivy tells her teacher about Gregory's chalk drawings.

   _____

2. Even Vance is friendly to Gregory.

   Vance tells Gregory about the photo of his garden that's on display at the nursery.

   _____

3. Gregory leaves the house when Uncle Max is coming.

   Gregory kicks the gate when he hears Uncle Max playing the guitar.

   _____

4. Vance says Gregory is bragging.

   Vance says Gregory's garden is nothing at all.

   _____

5. Max doesn't laugh when he calls Gregory the "Chalk Box Kid."

   Max takes down his posters that were covering Gregory's paintings.

   _____

6. Getting his own room makes Gregory's birthday the best ever.

   Gregory thinks the burned building is a peaceful place.

   _____

7. Ivy offers her paints and brushes to Gregory.

   Ivy brings her brother to visit Gregory's garden.

   _____

Conclusion Choices

A. Gregory likes to be alone.
B. Gregory and Ivy are becoming friends.
C. Vance and Gregory are becoming friends.
D. Vance does not like Gregory.
E. Gregory does not like his Uncle Max.
F. Ivy admires Gregory's art.
G. Max begins to respect Gregory.

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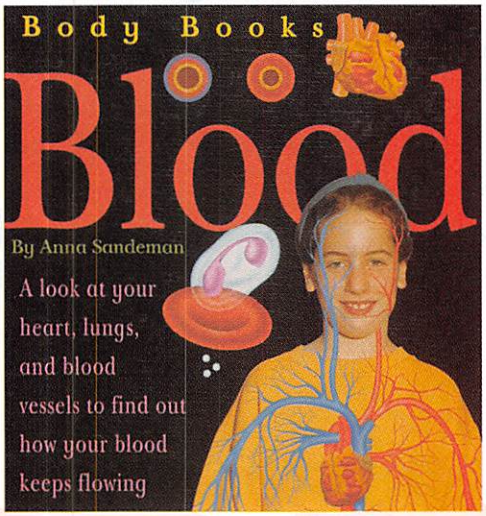
HAVE A HEART

Books And Activities For Exploring The Circulatory System

Pump up students' interest in the human circulatory system with the following transfusion of books and activities to celebrate American Heart Month in February.

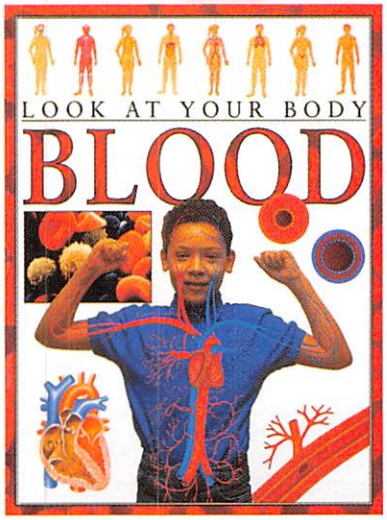
by Gail Peckumn



The Heart: Our Circulatory System

Written by Seymour Simon • Morrow Junior Books, 1996
32 pages • Grades ps–3
ISBN 0-688-11407-5

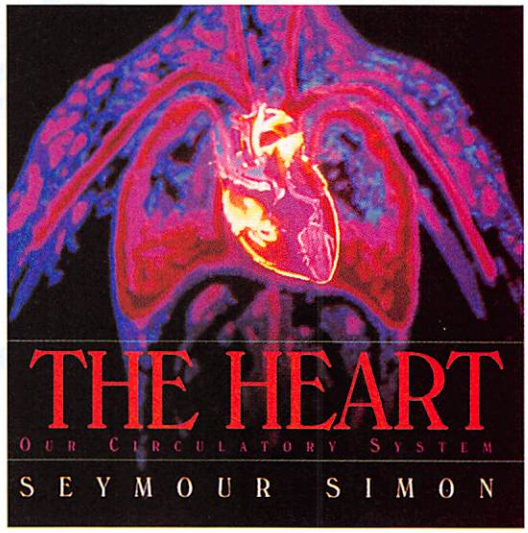
Incredible magnified photos present readers with an amazing glimpse of the inner workings of the circulatory system. The facts presented will give children of all ages a basic understanding of how their heart and blood vessels carry out their awesome work.



Blood

Written by Anna Sandeman
Illustrated by Ian Thompson
Copper Beech Books, 1996 • 32 pages • Grades ps–3
ISBN 0-7613-0477-0

Help young students uncover the mystery of the strongest and most hardworking muscle in the body by sharing this great introductory book to the circulatory system. Large, colorful photos and drawings, activities, and fascinating facts are presented in an easy, child-friendly format.



Blood

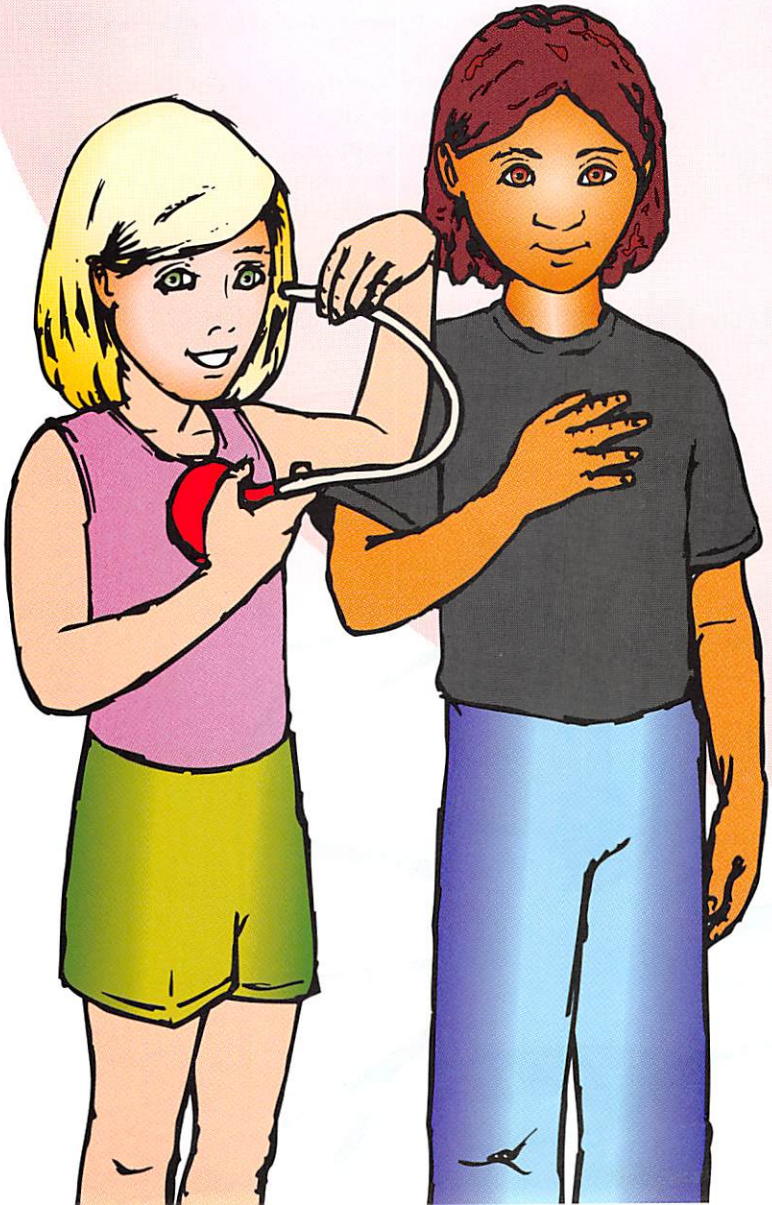
Written by Steve Parker
Illustrated by Ian Thompson and Mark Iley
Copper Beach Books, 1997 • 32 pages • Grades 3–6
ISBN 0-7613-0611-0

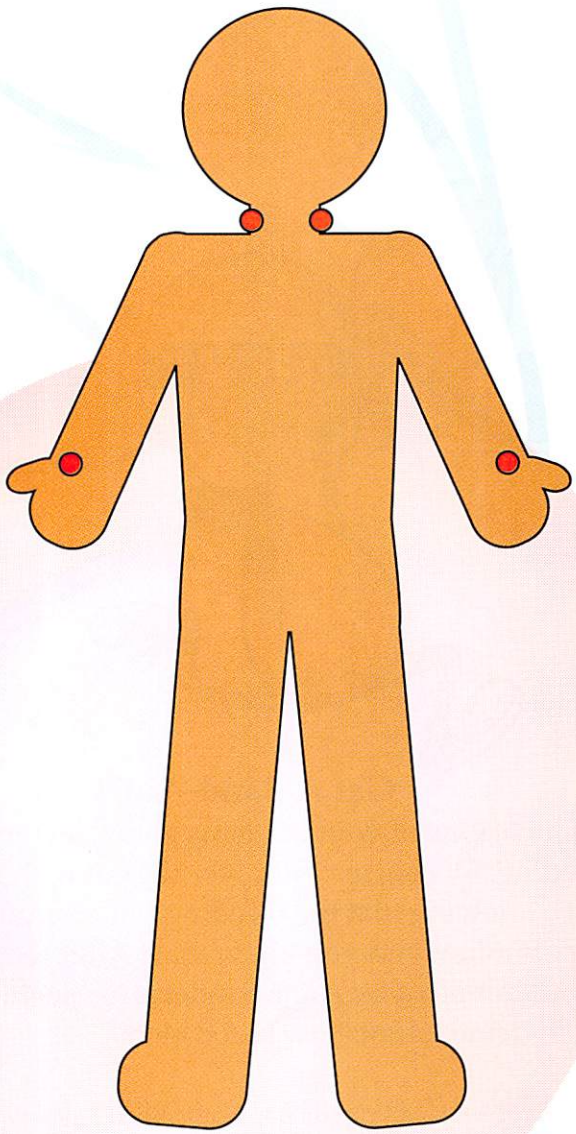
Fascinating facts and art-enhanced photos bring the circulatory system to life for older students. The heart, the bloodstream, clotting, components of blood, fighting infection, blood diseases, and more are covered in this informative resource book.

The Heart Of The Matter

Get to the heart of your youngsters' prior knowledge about the circulatory system with these simple exercises.

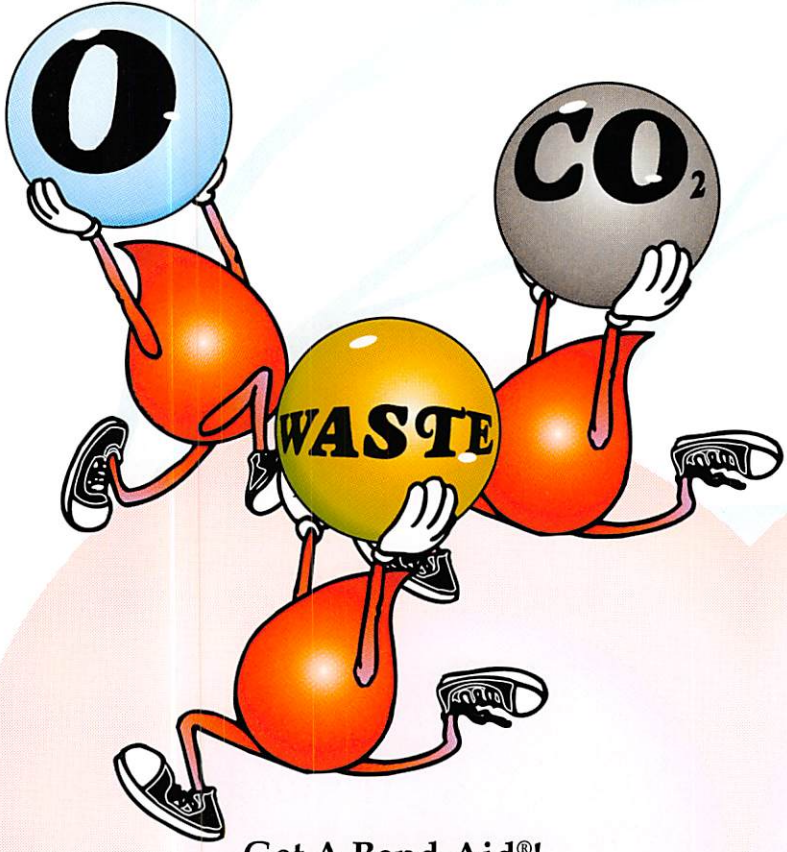
- Direct students to stand facing you. Instruct each student to place his right hand over his heart. Check for accuracy by reminding students that the heart is located in the middle of the chest, a little to the left, and under the fifth rib.
- Ask youngsters: How many of you have ever had your pulse taken? Invite each student to find her pulse point. Note the locations students choose; then point out that pulse points are located on each wrist and on both sides of the neck.
- Instruct each student to locate a pulse point. Tell students you are going to time them for one minute. At your signal have each student count the number of heartbeats he feels until you say, "Stop." Afterward have each student write down the number he counted. Tell students that their resting heartbeats should be about 70 or 80 beats a minute. If desired, repeat this activity either after students have exercised for a couple of minutes or right after lunch. Heart rates should increase for both of those situations.





Feel The Heartbeat!

Why do doctors always take your pulse? By checking a person's pulse, or heart rate (the number of times your heart beats in a minute), a doctor gets a measure of the strength of the heart and arteries. Invite students to practice taking their pulses using the activities on pages 22–25 in *Blood* by Anna Sandeman. Follow up by having students listen to their heartbeats through a stethoscope. If you don't have access to a real stethoscope, make a homemade version for students to share. For each stethoscope you'll need one kitchen funnel and 18 inches of plastic or rubber tubing. Hook the tubing to the small end of the funnel by stretching it around the opening or taping it in place. Give each student a turn at listening to his own heart with the homemade stethoscope. Vary the activity by having students run in place for a minute prior to listening.



Get A Band-Aid®!

· Ouch! One of your students gets a cut, and it's bleeding. Of course, you cover the cut with a Band-Aid®, knowing that the bleeding will eventually stop. But how did you know that? After reading page 12 in *Blood* by Anna Sandeman, use the following to demonstrate how blood clots.

Materials: a small plastic pop bottle filled halfway with a mixture of water and red food coloring, a small handful of pea-sized pieces of modeling clay, a scrap of cheesecloth, a rubber band, glue

Directions:

1. Explain that the bottle opening represents a cut in the skin.
   — **Pour out a little "blood" to show how it flows from the cut.**
2. Explain that blood contains special particles called *platelets* that are sent into action whenever someone gets a cut. The platelets gather at the site of the cut and clump together to plug the cut.
   — **Clump together enough of the clay pieces (platelets) to plug the top of the bottle.**
3. Explain that when there's a cut, a protein in the blood turns into a network of strands called *fibrin*. These strands gather at the cut site to further stop the blood flow.
   — **Lay the cheesecloth (fibrin) across the bottle's top and secure it with a rubber band.**
4. Explain that fibrin hardens to form a scab to protect the damaged tissue. Eventually the scab falls off when the tissue below has healed.
   — **Put a thin layer of glue on the cheesecloth and let it dry. Students will notice it hardens like a scab.**
   — **Tilt the bottle to see if the blood has clotted.**

Hooray For Blood!

Blood does eight important jobs that help your body to stay healthy. Challenge students to create original posters to advertise blood's merits. Divide your class into eight groups and provide each group with a piece of poster board; art supplies such as crayons, markers, paint, glue, magazines; and resource books on the circulatory system. Assign each group one of the jobs below. Direct each group to create an eye-catching poster that illustrates how blood does this important job. Display the finished masterpieces on a wall under the title "Hooray For Blood!"

Blood's Important Jobs

1. Blood carries oxygen to all parts of the body from the lungs.
2. Blood carries carbon dioxide from all parts of the body back to the lungs to be exhaled.
3. Blood contains white blood cells that attack bacteria and viruses.
4. Blood carries nutrients to all cells of the body.
5. Blood spreads out body heat, working to keep it at a constant temperature of 98.6° F.
6. Blood seals cuts in the skin (clotting).
7. Blood takes wastes away from body cells to be filtered by the kidneys.
8. Blood distributes hormones (like insulin and adrenaline) around the body, so they get to the body parts that need them.

A Healthy Heart Is A Happy Heart

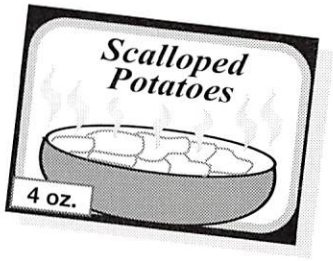
Help students head off heart disease early in life by forming good eating habits now. Begin by reminding students that several lifestyle habits have been linked to heart disease, including eating foods that are high in fat and cholesterol. Then tell them that the Dietary Guidelines for Americans put out by the Food and Drug Administration (FDA) recommend that a person not eat more than 65 grams of total fat, 20 grams of saturated fat, and 300 milligrams of cholesterol a day. (Recommendations for total and saturated fat are based on a 2,000-calorie daily intake.) Challenge students to examine their favorite snack foods to see how much fat and cholesterol they contain.

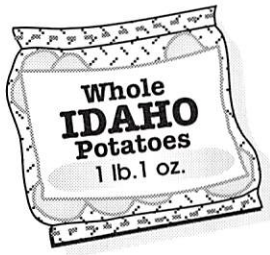
Nutrition Facts
Serving Size 5 pieces (40 g)
Servings Per Container about 2.5
Amount Per Serving
Calories 180 Calories from Fat 60
% Daily Value
Total Fat 7g 10%
Saturated Fat 3 g 17%
Cholesterol less than 5 mg 1%
Sodium 30 mg 2%
Total Carbohydrate 29 g 11%
Dietary Fiber 3 g 12%
Sugars 20 g
Protein 2 g
Vitamin A 0% • Vitamin C 0%
Calcium 4% • Iron 6%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

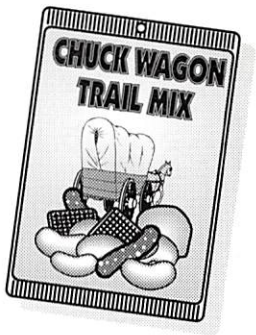
1. Instruct each student to bring in the nutrition information from the wrappers of three or more of her favorite snacks.
2. Duplicate the Snack Food Chart below for each student and instruct her to fill in the information about each snack.
3. Afterward, combine the information into a class chart. (If desired, include information about unlabeled snacks [fruits, vegetables, homemade treats] by consulting a nutrition handbook, such as *The Complete & Up-To-Date Fat Book: A Guide To The Fat, Calories, And Fat Percentages In Your Food* by Karen J. Bellerson [Avery Publishing Group, 1997; ISBN 0-89529-738-8].)
4. Assign student groups portions of the chart to make into a graph that visually compares the different snack foods.
5. Discuss ways that students can improve their eating habits, such as choosing healthier snacks and exercising more.

Name _____ The heart: charting information

Snack Food Chart







Name Of Snack Food	Serving Size	Total Fat (grams)	Saturated Fat (grams)	Cholesterol (milligrams)
#1				
#2				
#3				
#4				
#5				

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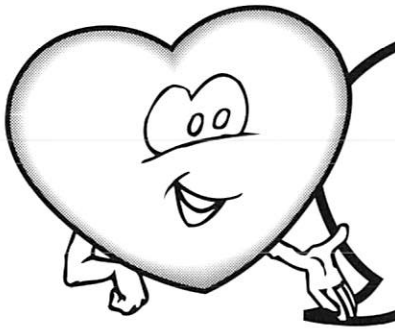
Note To The Teacher: Use with "A Healthy Heart Is A Happy Heart" at the top of this page.

Heart Smart



The more you know about your heart, the better you'll be at keeping it healthy for life. Complete _____ (number) of the activities below by _____ (date). Color in each heart as you complete the activity.

1. Smoking often leads to heart disease. Research and write down five **other** good reasons not to smoke.

2. Mold a lump of modeling **clay** into the shape of a human heart. It should be six inches tall, four inches wide, and three inches thick. Use a scale to find out how much it weighs. An adult human heart weighs about 300 grams (10 1/2 ounces). What's one other object that weighs about the same?

3. Research and list the **causes** of a heart attack. Then write down three things you can do to reduce your risk of having a heart attack in the future.

4. Research and record the heart rate of five **animals**. What do you notice about what the size of the animal has to do with its heart rate?

5. Draw a **diagram** of your heart and connecting veins and arteries. Then draw arrows to show the pathway of blood as it circulates through them.

6. Ask the school nurse to check your **blood pressure.** Write down the measurement. Ask her what the two numbers mean and write her answers.

7. Research and write a paragraph about how blood circulates in an **insect**.

8. Whenever you are frightened or excited, your body releases a hormone called **adrenaline** into your blood. Adrenaline speeds up your heart so that you're ready to move quickly. Write about a time you think adrenaline caused your heart to speed up.

9. Squeeze a tennis ball about once per second for five minutes. How does your hand feel? The amount of **muscle** it takes you to squeeze a tennis ball is about how hard your heart muscle has to work all of the time. What does this tell you about how hard your heart has to work?

10. Continued **stress** is not good for your heart. Write down five things you could do to reduce stress in your life.

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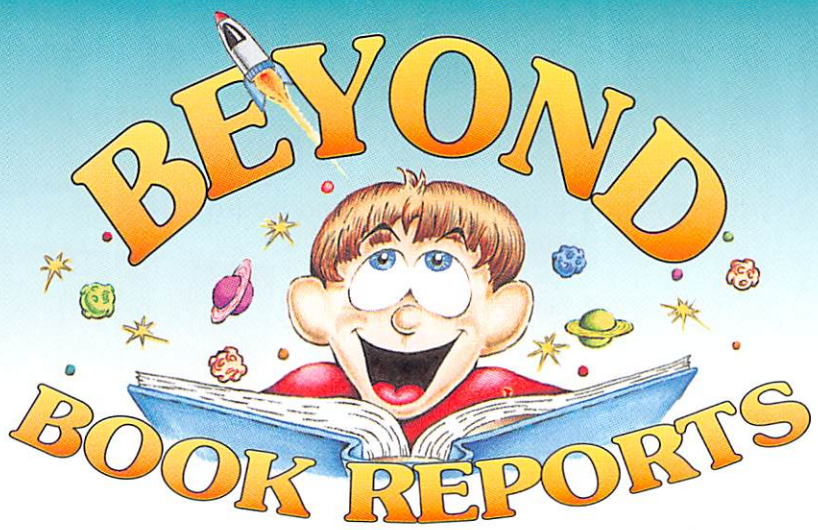
Note To The Teacher: Program the number of activities and the date. Then duplicate this page for each of your older students. If desired, have students write their answers on large colorful heart cutouts. Display the completed exercises on a wall under the title "We're Heart Smart!"

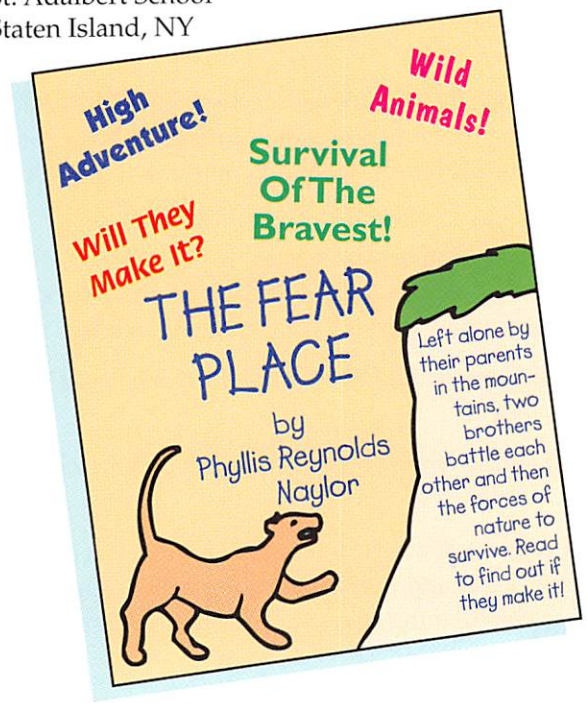


Creative Ways For Students To Share About Books

Coming To A Classroom Near You!

Movie posters entice people to want to see movies so why not use them to promote books! Challenge each student to make a movie-type poster to create interest in a particular book. As a model, share several age-appropriate movie posters (available at selected book and video stores). Then have each student use poster board, markers, and painting materials to create her poster. Explain that the poster should only reveal enough information to catch other students' attention and should not give too much of the story away. On a selected day, allow students to snack on popcorn as each student presents her poster. Display the completed preview posters along a hallway and get ready for the book requests to come pouring in!

Adapted from an idea by Krissy Shashaty
St. Adalbert School
Staten Island, NY


High Adventure!
Wild Animals!
Survival Of The Bravest!
Will They Make It?
THE FEAR PLACE
by Phyllis Reynolds Naylor
Left alone by their parents in the mountains, two brothers battle each other and then the forces of nature to survive. Read to find out if they make it!

Famous "A-bear-ican" Women

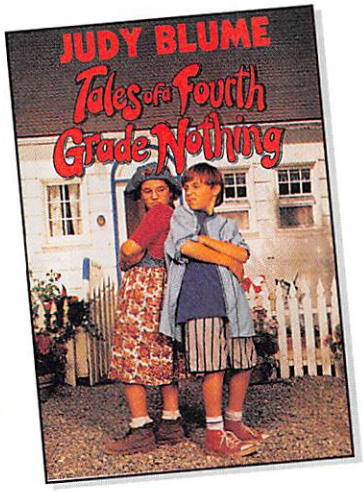
Celebrate National Women's History Month in March with these "un-bear-ably" fun biography report forms. Duplicate the pattern on the inside back cover onto heavy paper for each student. Enlist your media specialist's help in gathering a collection of age-appropriate biographies about famous American women. Direct each student to read one of the biographies and complete his report pattern (help students with cutting out the pattern if necessary). Finally instruct each student to dress up a stuffed bear in the likeness of his assigned woman. Display each decorated bear and its accompanying report pattern in the media center to share with the whole school!

Janice Lawn, Media Specialist
Rainbow Elementary
Winter Springs, FL

Tales Of A Fourth Grade Nothing

Written by Judy Blume • Illustrated by Roy Doty

A Yearling Book, 1972
128 pages • Grs. k–6
ISBN 0-440-48474-X



Nine-year-old Peter Hatcher desperately wants to lead a typical fourth-grade life. However, life is anything but typical as long as his 2 1/2-year-old brother, Fudge, is around! Whether it's messing with Dribble the turtle or destroying Peter's homework, Fudge is to blame. Use the following activities and reproducibles as your students read about Fudge's misadventures and Peter's attempts at normalcy.

by Laurie Cooper, Enrichment Specialist, Beverly Elementary, Birmingham, MI

Journal Questions

Chapter 1: Peter gives several reasons why he thinks Fudge is his biggest problem. What do you see as your biggest problem? Give several reasons to explain.

Chapter 2: One of the advantages of being nine for Peter is that he gets to eat dinner with his parents' houseguests. What are some of the advantages of being your age?

Chapter 3: At first Fudge absolutely refused to eat. What would you have suggested that his parents do to make him eat?

Chapter 4: Peter's mother later apologizes for blaming Fudge's accident on him. Have you ever been so angry that you blamed someone for something that was not his fault? Has someone you know ever done this? Explain.

Chapter 5: Fudge has quite an eventful third birthday party! Tell about a time something funny or unusual happened while you were at a party.

Chapter 6: Fudge's dentist, Dr. Brown, has a rule that he doesn't let mothers in the examining room during appointments. If Peter could make up his own rule for his family, what do you think it might be? Explain.

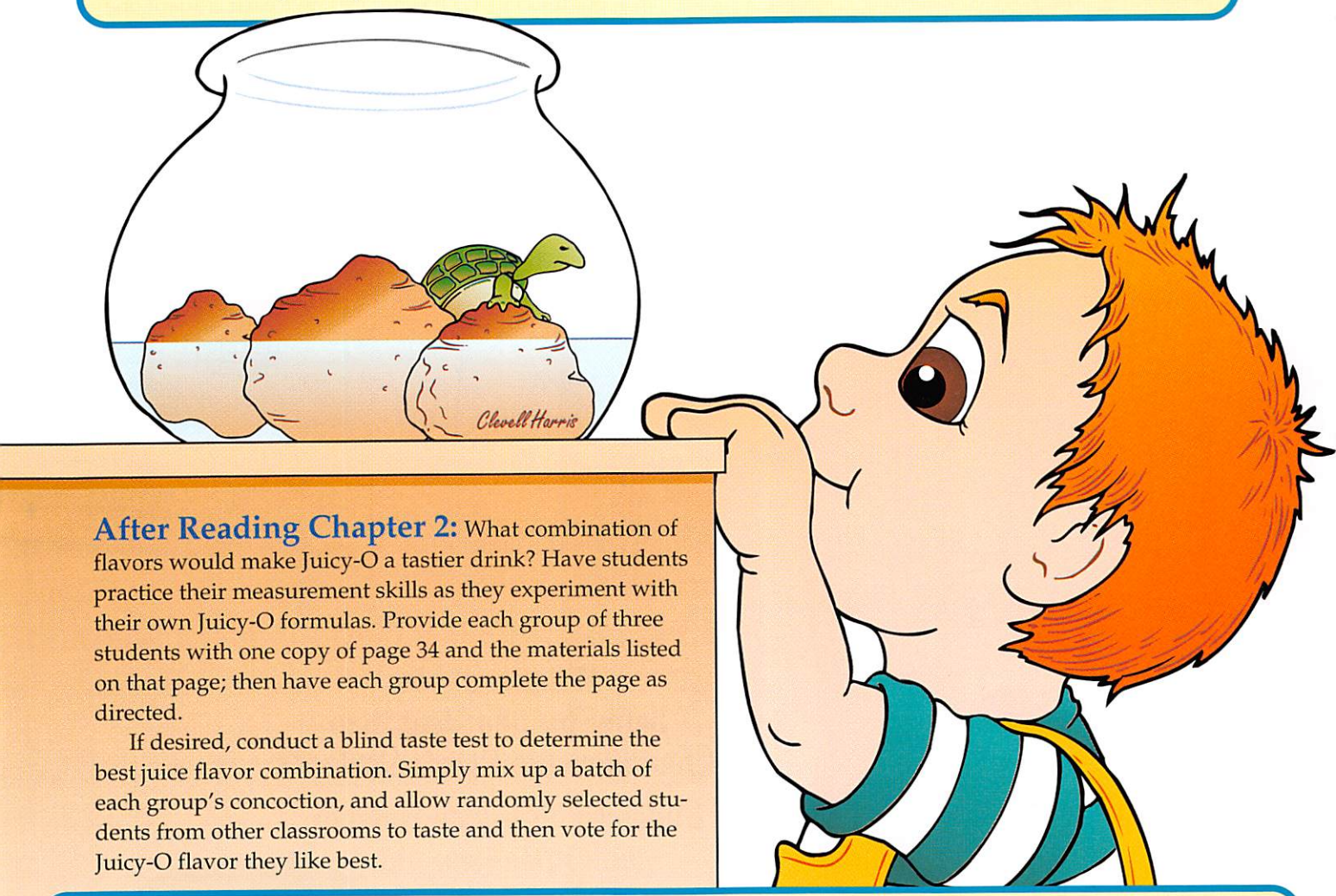
Chapter 7: At first, Peter's mother won't agree to putting a lock on his door. Her response is, "We're a family. We don't have to lock each other out." Explain why you think Mrs. Hatcher feels this way.

Chapter 8: Explain why you think Judy Blume titled this book *Tales Of A Fourth Grade Nothing*.

Chapter 9: Tell about a time when you or someone you know got lost on an outing.

Chapter 10: When Fudge says that he has eaten Dribble, it seems so outrageous that at first Peter and his mother don't believe him. Tell about a time you heard something so outrageous that at first you didn't believe that it was true.

After Reading Chapter 1: What do your students think about Fudge's reaction to Peter's new turtle? Will Fudge really leave Dribble alone? Explain that the author is using a writing technique called *foreshadowing*. She's leaving clues to help the reader guess what is going to happen later in the story. Ask students to predict what they think will happen next between Dribble and Fudge. Then, as students read the remaining chapters, have them identify examples of foreshadowing and use them to predict future story events.



After Reading Chapter 2: What combination of flavors would make Juicy-O a tastier drink? Have students practice their measurement skills as they experiment with their own Juicy-O formulas. Provide each group of three students with one copy of page 34 and the materials listed on that page; then have each group complete the page as directed.

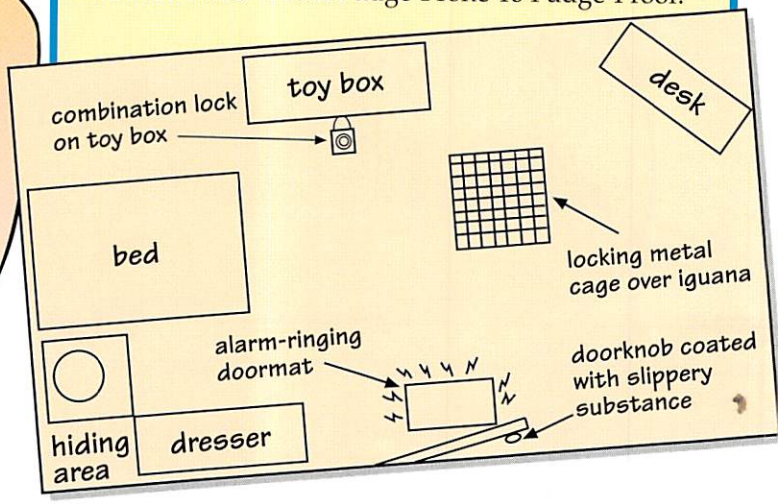
If desired, conduct a blind taste test to determine the best juice flavor combination. Simply mix up a batch of each group's concoction, and allow randomly selected students from other classrooms to taste and then vote for the Juicy-O flavor they like best.

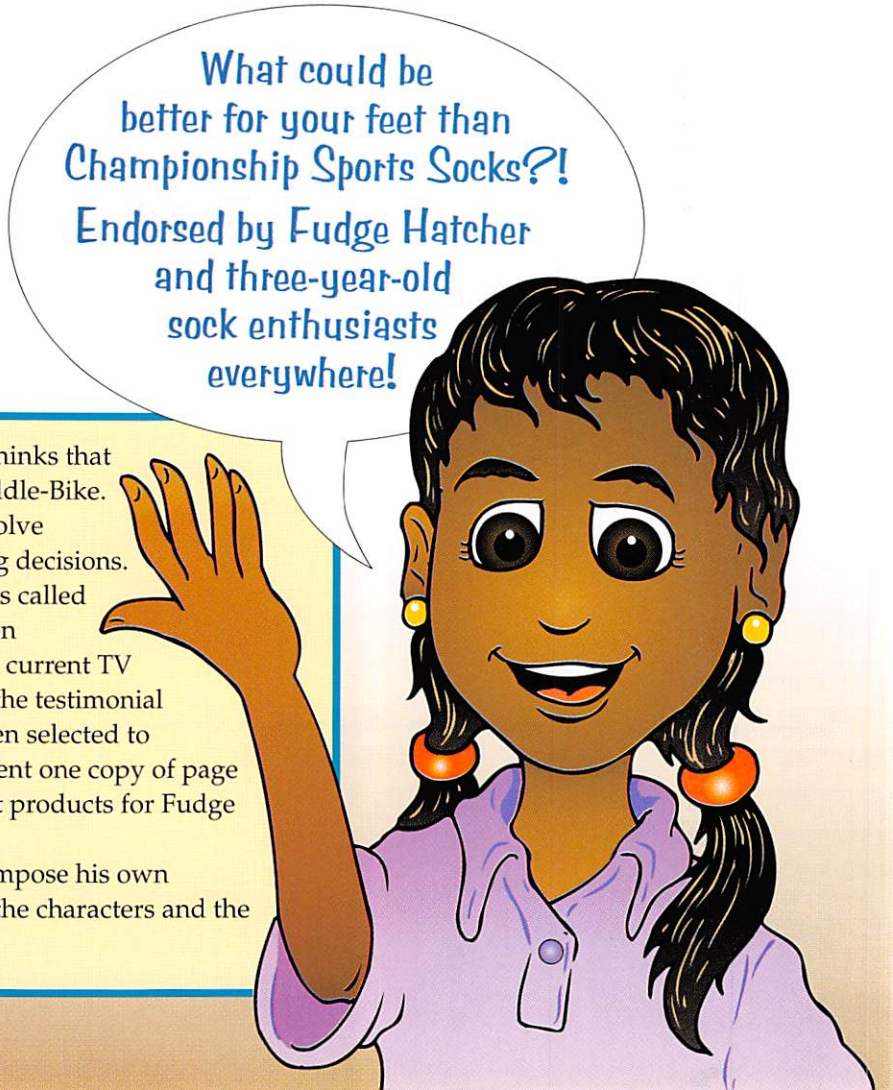
After Reading Chapter 6: Shoe sizes turn out to be a huge problem for Fudge, his family, and everyone else in the shoe store! Lace together your students' graphing skills with their shoe sizes for this hands-on math activity.

1. Survey students to find out the smallest and largest shoe sizes in your class.
2. Label an index card for each of these two sizes. Then label an index card for each shoe size that falls between the largest and smallest sizes (see example).
3. Arrange the cards in ascending order on the classroom floor.
4. Have each student remove one of his shoes and place it above the card that matches his shoe size.
5. Direct each student to use graph paper and draw a bar or picture graph of the results.

If desired, challenge advanced students to review statistics by having them determine the *range*, *mean*, *median*, and *mode* of the data.

After Reading Chapter 7: What does it take to keep a three-year-old out of your personal stuff? Put your students to the test by having them design Fudge-proof bedrooms. First, refer to the passage in chapter 7 that describes what happened when Fudge got into Peter's room. Then give each student one 12" x 18" sheet of construction paper. Have the student draw a bird's-eye view of his bedroom. Then have him add and label various Fudge-proof security features (see example). Post the completed designs on a bulletin board titled "From Fudge-Prone To Fudge-Proof."




What could be better for your feet than Championship Sports Socks?!
Endorsed by Fudge Hatcher and three-year-old sock enthusiasts everywhere!

After Reading Chapter 8: Mr. Vincent thinks that Fudge is the best character to endorse his new Toddle-Bike. Help students examine how commercials that involve actors or famous people influence consumer buying decisions. Remind students that one propaganda technique is called *testimonial*—when a famous or an important person endorses a product. Ask students to identify some current TV commercials or magazine advertisements that use the testimonial technique. Discuss why each person may have been selected to endorse a particular product. Then give each student one copy of page 35. Have the student follow the directions to select products for Fudge and some of the other characters to endorse.

Extend this activity by having each student compose his own 30-second television commercial featuring one of the characters and the selected product.

After Reading Chapter 10: How would you feel if you were in Peter's predicament? Stretch students' vocabulary skills by brainstorming a list of words that describe Peter's feelings in chapter 10. Then assign each student one word from the list. Instruct her to use a thesaurus to find two synonyms to add to the existing list. As a class, cross out any common or overused words in the list—such as *mad, sad,* and *angry*. Point out that the remaining words are "gold-medal" adjectives—descriptive words that can help improve writing when used correctly.

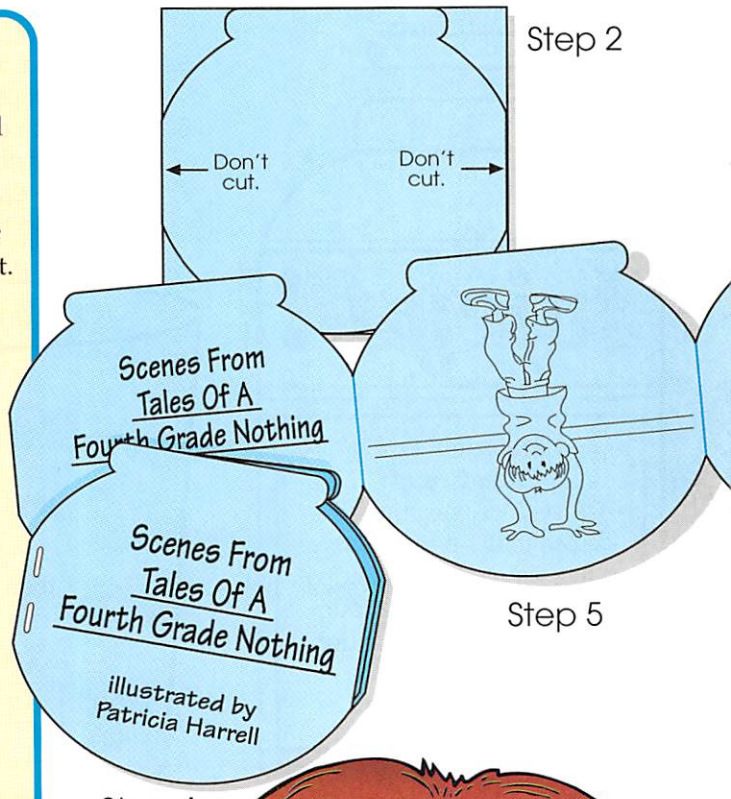
Next have each student write a "Dear Abby" letter from Peter's point of view, asking for advice on how to deal with Fudge. Explain that the letter should contain at least five correctly used gold-medal adjectives to describe Peter's feelings.

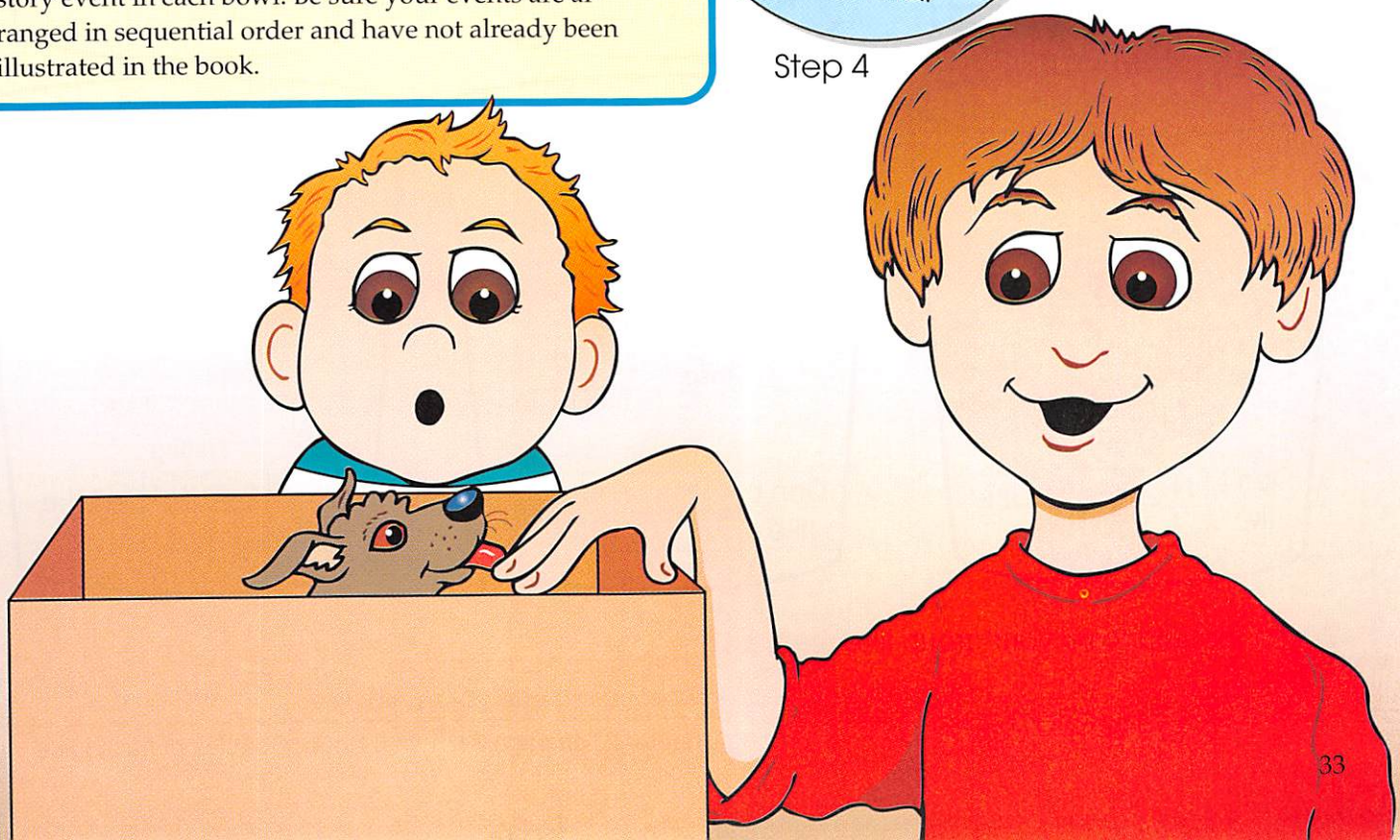
If desired, collect and randomly redistribute the letters, making sure that no one gets her own letter. Then have each student respond in writing as if she were Abby.

After Finishing The Book: Review story sequence and main events with this paper-doll variation. Give each student a 6" x 30" strip of bulletin-board paper, scissors, and colored pencils or crayons. Then guide him through the steps below for making a sequence strip. When the strips are complete, post them (unfolded) on a classroom wall or have each student staple the left side of his folded strip (see illustration) to make a booklet.

Student Directions—How To Make A Sequence Strip:

1. Accordion-fold your paper so that each folded section is a six-inch square.
2. Draw a fishbowl shape on the top section of the paper as shown.
3. Cut out the fishbowl along the pencil lines, leaving the right and left sides uncut. Unfold the paper.
4. In the first fishbowl (the cover), write your name and the title "Scenes From Tales Of A Fourth Grade Nothing."
5. Starting with the second fishbowl, illustrate a different story event in each bowl. Be sure your events are arranged in sequential order and have not already been illustrated in the book.



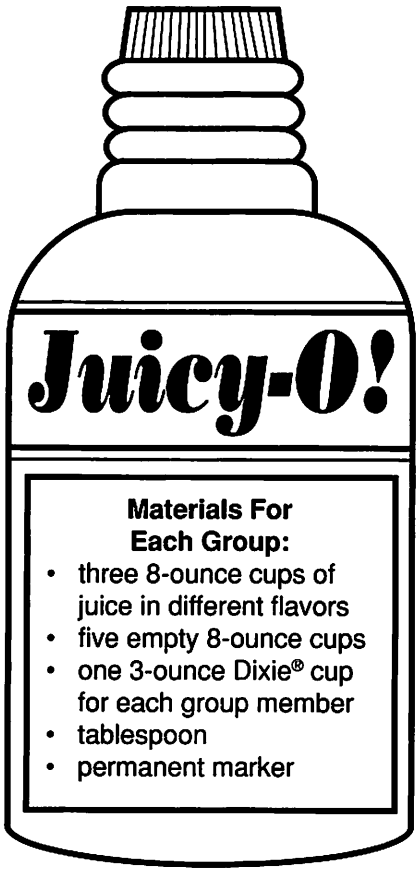


Names _____ *Tales Of A Fourth Grade Nothing* Experiment

The Great Juice Mix-Up!

Can you mix up a satisfying blend of fruit juices that might outsell Juicy-O? Here's your chance to give it a try!

1. Using a permanent marker, label the five empty eight-ounce cups "Formula 1," "Formula 2," etc. These are your **mixing** cups.
2. Label each Dixie® cup with the name of a group member. These are your **tasting** cups.
3. Select a ratio of juice flavors for Formula 1 and write it on the cup below labeled Formula 1. The formula should equal a total of ten tablespoons (for example: 3 tbsp. cherry, 2 tbsp. grape, and 5 tbsp. apple).
4. Using a tablespoon, measure the juice and mix the formula in the first **mixing** cup.
5. Pour equal amounts of the juice mixture from the mixing cup into the **tasting** cups; then have each group member sample the combination.
6. Have each group member place a check in the rating boxes to show how well he or she liked the juice using a scale of 1 to 5, with 5 being the best.
7. Repeat Steps 3 through 6 for Formulas 2 through 5. Make adjustments to improve flavor.



Materials For Each Group:

- three 8-ounce cups of juice in different flavors
- five empty 8-ounce cups
- one 3-ounce Dixie® cup for each group member
- tablespoon
- permanent marker

Formula 1

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

Rating

Don't like | 1 | 2 | 3 | 4 | 5 | Like

Formula 2

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

Rating

Don't like | 1 | 2 | 3 | 4 | 5 | Like

Formula 3

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

Rating

Don't like | 1 | 2 | 3 | 4 | 5 | Like

Formula 4

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

Rating

Don't like | 1 | 2 | 3 | 4 | 5 | Like

Formula 5

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

____ tbsp. _____ (flavor)

Rating

Don't like | 1 | 2 | 3 | 4 | 5 | Like

Which formula does your group like the best? _____

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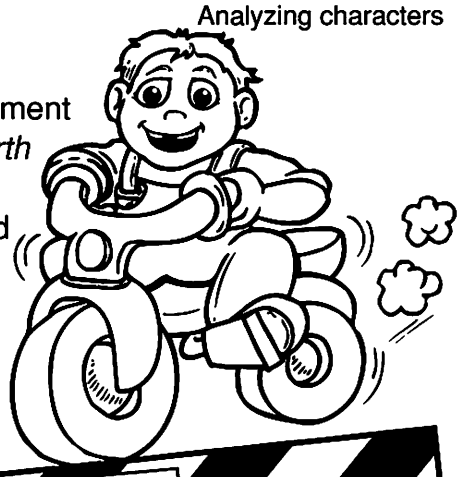
Note To The Teacher: Use with "After Reading Chapter 2" on page 31. Two 64-ounce bottles of each juice flavor should supply a class of 30.

Perfect Promoters



As a talent agent for a big advertising company, your first assignment is to design commercials using the characters from *Tales Of A Fourth Grade Nothing*. First, think about the personalities of Fudge, Peter, and Mrs. Hatcher. Then choose a product that each character could endorse in a commercial (the product should currently be on the market). Why would that character be a perfect spokesperson for that product? Next, complete the information in the clapboard below for each character. For the last clapboard, select another character from the story and repeat the process.

Fudge

Name of product: _____

Why should Fudge endorse this product?

_____

_____

_____

What words or phrases should he say in the commercial?

_____

_____

_____

Peter

Name of product: _____

Why should Peter endorse this product?

_____

_____

_____

What words or phrases should he say in the commercial?

_____

_____

_____

Mrs. Hatcher

Name of product: _____

Why should Mrs. Hatcher endorse this product?

_____

_____

_____

What words or phrases should she say in the commercial?

_____

_____

_____

_____ (name of character)

Name of product: _____

Why should this character endorse this product?

_____

_____

_____

What words or phrases should this character say in the commercial?

_____

_____

_____

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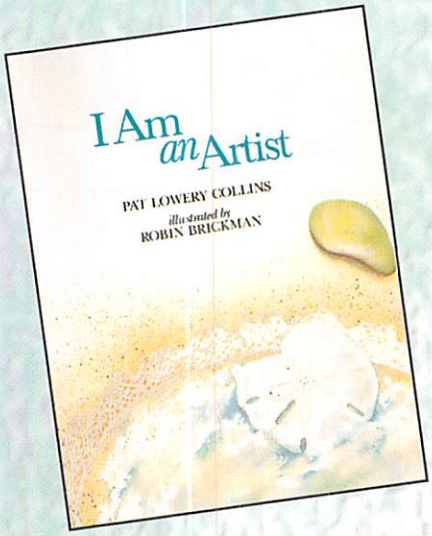
LESSONS FROM THE MASTERS

Activities And Books That Link Literature To Art

Looking for a way to awaken the artist in each of your students? Add these inspirational books and activities to your classroom palette during Youth Art Month in March.

by Lisa Kelly



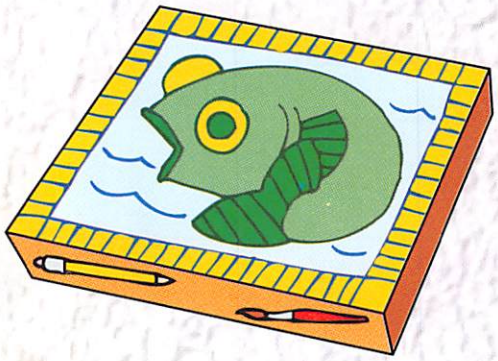
I Am An Artist

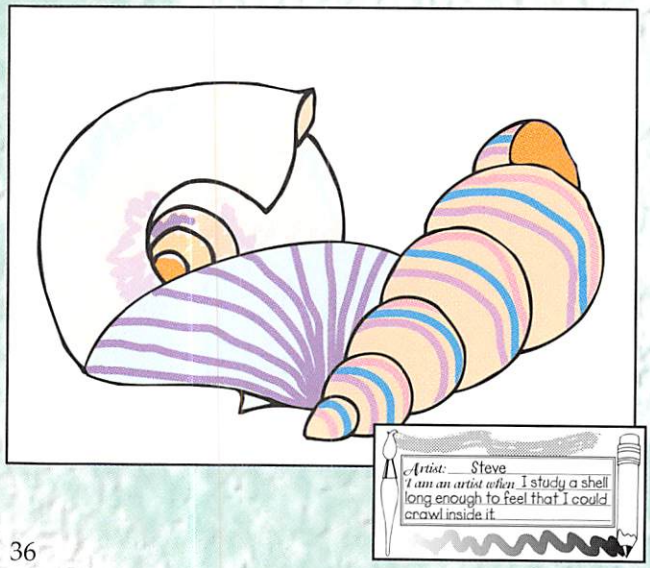
Written by Pat Lowery Collins • Illustrated by Robin Brickman
The Millbrook Press, 1992 • 32 pages • Grades ps–4
ISBN 1-56294-729-X

This delightful book inspires young readers to be more observant of their surroundings. By looking for a colorful rainbow or by listening to the sound of crusted snow underfoot, the reader takes a first step toward seeing the world through an artist's eye.

Painted Portfolios

Prepare the canvas of your literature and art unit by inviting students to create their own art portfolios. In advance, visit a local pizzeria and ask them to donate a class supply of large, unused pizza boxes. Share a variety of impressionistic and abstract art with your students, and model a few simple painting techniques. Then set out a variety of bright tempera paints and paintbrushes, and instruct students to decorate their boxes using some of the suggested techniques. Be sure to have students sign their masterpieces. Use completed portfolios to store previously displayed artwork, personal reflections, and creative writing throughout the unit.





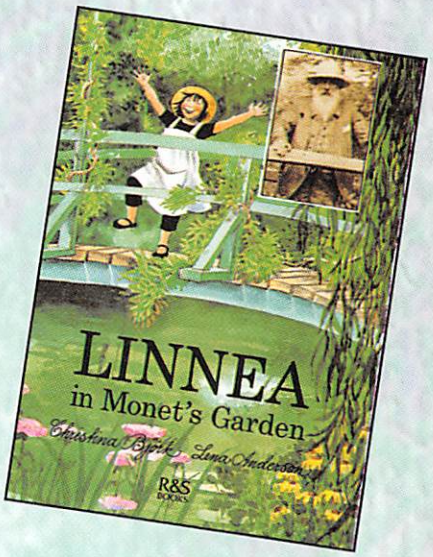
Through The Eyes Of An Artist

Reinforce the idea that art surrounds us by inviting students to closely observe natural objects. Bring in a class supply of natural objects, such as feathers, shells, seedpods, leaves, or patterned rocks. Select one object and model how to observe the object by answering questions like those given on page 41. Duplicate page 41 for each student. Next give one natural object to each student. Instruct him to complete the observation form by answering questions about his object. Then have the student complete the nametag at the bottom of page 41. Finally, give each student a sheet of white art paper. Direct each student to use pencil to draw and watercolors to paint a picture of his object in a natural setting. Mount students' completed work on a wall titled "The Gallery." (Students will be displaying work in The Gallery throughout the unit.) Have each student cut out his nametag to post under his completed picture.

Linnea In Monet's Garden

Written by Christina Björk • Illustrated by Lena Anderson
Rabén and Sjögren Publishers, 1985
53 pages • Grades 4–6
ISBN 91-29-58314-4

Linnea and her neighbor, Mr. Bloom, decide to visit the home and gardens of the famous artist, Claude Monet. Through Linnea's eyes, the reader catches a glimpse of the life and work of this master painter.

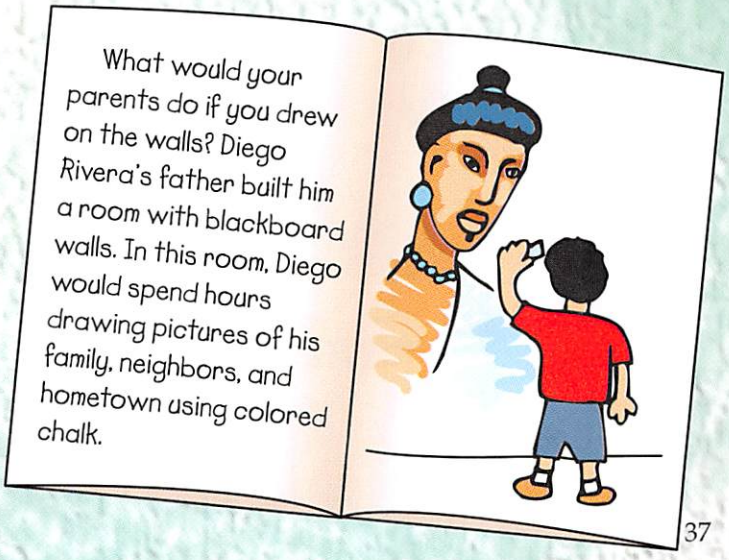


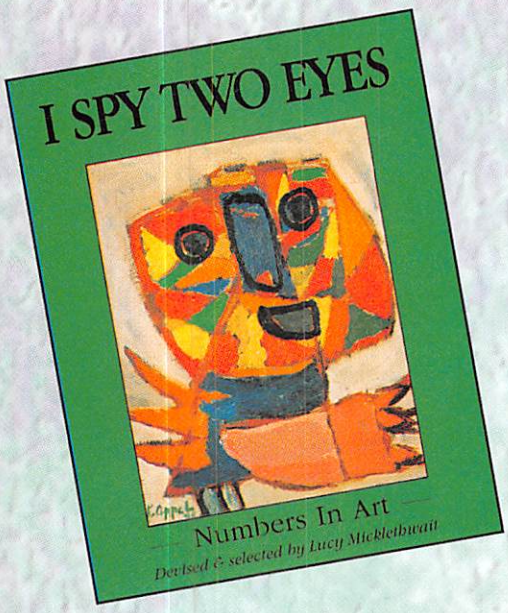
The Garden

While it may not be possible to take a field trip to Monet's gardens, why not bring the garden to your classroom? Begin by hanging several large pieces of white butcher paper around the walls of your room. For reference, provide students with books containing photos of flowers and landscapes, Monet's paintings, and his inspirational gardens. Break students into cooperative groups and encourage them to paint the flowers, water, or other scenery they might view if they were to visit Monet's home in Giverny. Remind students that Monet painted his impressions of his surroundings and that each student is bound to see things a little differently. Encourage groups to discuss their murals before they begin painting. They may wish to paint the giant water lilies, a different angle of the Japanese bridge, or a sunrise similar to *Impression–Sunrise*. Hang completed murals in The Gallery for students to study. Instruct older students to write their observations in a descriptive narrative or a poem. After students have shared their reflections, display the completed writings by the murals.

An Artistic Twist On Travelogues

Linnea's journey and travelogue provide the perfect model for students to explore other artists of interest. Have each student choose a favorite painter to research. Instruct him to complete a journal detailing the origins and life of the painter. Following Linnea's model, have the student gather facts about the artist as if he were visiting that painter's home. Direct him to collect or create artifacts (like Linnea's leaves) to mount on the journal pages. Finally have the student illustrate his journal using painting techniques similar to those of his chosen artist.


What would your parents do if you drew on the walls? Diego Rivera's father built him a room with blackboard walls. In this room, Diego would spend hours drawing pictures of his family, neighbors, and hometown using colored chalk.



I Spy Two Eyes: Numbers In Art

Devised and Selected by Lucy Micklethwait
Greenwillow Books, 1993
48 pages • Grades ps–4
ISBN 0-688-12640-5

"I spy with my little eye…." Incorporating this popular game into her book, Micklethwait beckons the reader to search for different numbered objects in 20 diverse pieces of art. Her simple approach provides children with a starting point from which they may investigate a variety of fine artwork.

Swinging Geometry

Integrate geometry and art with this cut-and-paste activity. After sharing the book, return to Wassily Kandinsky's *Swinging*. Guide students to note the variety of geometric shapes and colors that Kandinsky used. Point out that even the seven circles vary in color.

Although Kandinsky used paints for his picture, invite students to create their own geometric paintings with a collage technique. Provide each student with an 18" x 24" sheet of construction paper and access to scrap paper and glue. Have each student choose a number between 1 and 20 as well as one favorite geometric shape to feature in her picture. Instruct her to cut out that shape the corresponding number of times. Have her also cut out different geometric shapes. Then have her arrange all the cutouts to form a picture. After completing her collage, have her write or dictate a sentence to complete "I spy…" Compile pages in numerical order to create your own "I Spy Shapes" book. Rereading this book will provide an instant geometry review!

Still-Life Success

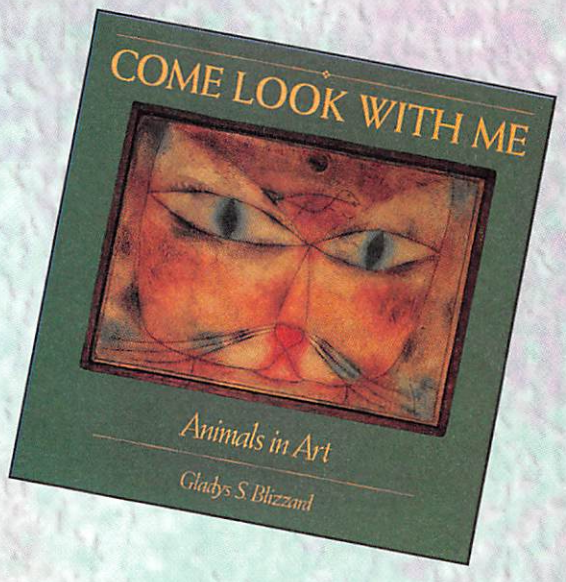
Four of the works included in this book are still-life paintings. Return to Paul Gauguin's *Still Life With Three Puppies*, Henri Matisse's *Goldfish*, Jan van Huijsum's *Flowers In A Terracotta Vase*, and Georg Flegel's *Still Life*. Talk about the similarities and differences in the selection, arrangement, colors, and details of the objects in these paintings. Compare the still-life paintings to the portraits, landscapes, and abstract paintings included in the book. Guide students to understand that when an artist creates a still-life painting, he can arrange the objects any way he wishes.

Invite students to create their own still-life paintings. Place a large table in the center of your room and cover it with an old sheet. Have students help you to collect and arrange a variety of interesting objects, such as a can of pencils, a clipboard, goodies from a lunchbox, or fresh-picked flowers. If desired, stack books under the sheet to create different display levels. Provide each student with a 12" x 18" sheet of paper and a tray of watercolor paints. (Watercolor paints are more forgiving than tempera paints for amateurs' mistakes.) Invite students to sit around the display in order to view and paint the still life at different angles. Hang the completed works in The Gallery and invite students to reflect on the unique differences between the paintings.

Come Look With Me: Animals In Art

Written by Gladys S. Blizzard
Lickle Publishing, Inc.; 1992
32 pages • All Ages
ISBN 0-56566-013-7

This interactive book showcases 12 exquisite works of art. Each two-page spread opens to reveal a photo of the painting. The opposite page contains background information and several open-ended questions that encourage children of all ages to examine and discuss the work.



Mask March

After taking several days to share *Come Look With Me: Animals In Art* with students, revisit Paul Klee's *Cat And Bird*. Encourage students to describe how the painting is like a mask. Next follow Klee's imaginative example and try some mask making of your own.

Provide each student with colorful oil pastels and a large brown square cut from a plain grocery bag. If desired, direct her to crumple up the square several times and smooth it out, to create a canvaslike texture. Invite each student to design a mask using the pastels and her imagination. She may wish to leave her square intact, or cut it into the shape of her chosen character or idea.

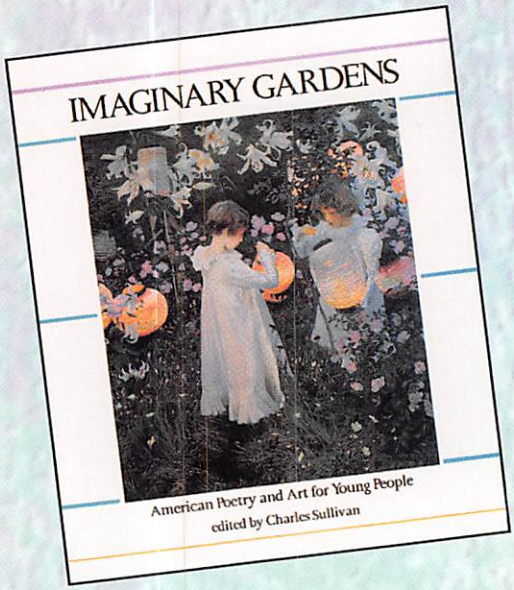
Invite younger students to join you on a Mask March around the school to show off their new creations. Before a student dons her mask, assist her in cutting eyeholes for safety. Hole-punch both sides of the mask and tie a string that fits comfortably around her head. Klee would surely be impressed by your creative crew!

Personal Collages

Robert Rauschenberg created *Wall-Eyed Carp/ROCI Japan* by piecing together a collage of objects from his trip to Japan. Have students identify the individual items, discussing what each item reveals about the artist's impressions. Prepare each student for creating her personal collage by giving her a 9" x 12" sheet of tagboard, a glue stick, and the following directions:

1. Brainstorm a theme or topic for the collage, such as a vacation, a special interest, or a self-portrait.
2. Bring in objects to display, such as photographs (or photocopies of photographs), ticket stubs, baseball cards, newspaper clippings, awards, and postcards. Get permission from home before bringing in special pieces.
3. Decide on how to arrange the objects onto the paper *before* gluing them into place. Place favorite items in prominent positions on the paper.
4. Glue items onto the tagboard. Use pictures from old magazines, construction-paper scraps, markers, and paints to add creative touches to the collage.

Extend the activity by directing each student to write a description and an explanation of each item in her collage. After students share their work, hang the collages in The Gallery for all to see.



Imaginary Gardens: American Poetry And Art For Young People

Edited by Charles Sullivan • Harry N. Abrams, Inc.; 1989
111 pages • All Ages • ISBN 0-8109-1130-2

Poems in this anthology are perfectly married to American works of art, be they paintings, photographs, or lithographs. This treasured collection is sure to be a hit with budding artists and writers of all ages.

Sketching Circle

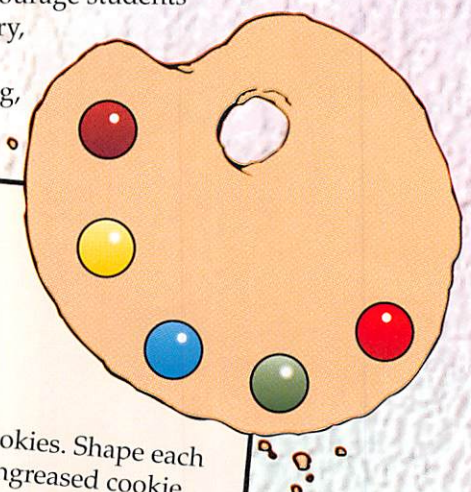
Demonstrate the impact of listening to poetry by reading selections from *Imaginary Gardens…* aloud. First give each student a blank sheet of art paper. Gather students in a circle, and select one of the poems to read aloud. After listening, have students determine the mood of the poem. Read the poem aloud a second time. Encourage each student to sketch the images that form in her mind when she hears the poem. Invite her to share her sketch and its meaning.

Next share the artwork that the editor chose to accompany the poem. Talk about the editor's choice of art and ask students to consider the rationale for the selection. Repeat this exercise with different poems in the book. Ask each student to pick her favorite sketch, and have her finish it with paints, oil pastels, markers, or colored pencils. Hang copies of the poems along with the matching student artwork in The Gallery.

Extend this activity for older students by first sharing a piece of art from the book and asking them to draft a poem to accompany it. Invite students to read their reflections aloud in a sharing circle. If desired, share the editor's choice of poetry.

The Showing

Imaginary Gardens… showcases the work of some of America's finest artists and poets. Put the spotlight on your young artists by hosting a gallery showing. Invite parents and other classes to attend your special day. Direct students to move their desks into a large U shape and then pass out the student portfolios (from the unit activity "Painted Portfolios" on page 36). Encourage students to display artwork on their desks. Leave samples of different projects in The Gallery, including the poetry and artwork created from the sketching circle. Select two or three curators to guide visitors through your artistic display. To close your showing, pass out Palette Cookies and juice (see the recipe for Palette Cookies at right).



Palette Cookies

Ingredients For Making Four Dozen Cookies:
2 rolls refrigerated sugar cookie dough
1 tub vanilla frosting
1 package M & M's Minis® candies

Directions:
Divide dough to make the needed number of cookies. Shape each piece into a mini palette. Place the palettes on an ungreased cookie sheet and bake according to the manufacturer's instructions. After the cookies cool, place four or five frosting dots around the edge of each cookie. Place a different-colored M & M's Minis® candy on each frosting dot to resemble a paint blob. Bon appétit!

Name _____

Observation Form

Look closely at your object.
Write answers to the questions below.

1. What *colors* do you see in the object? _____

_____

2. What *shapes* do you see in the object? _____

_____

3. What *patterns* do you see? _____

_____

4. How big is your object? My object is as big as a _____

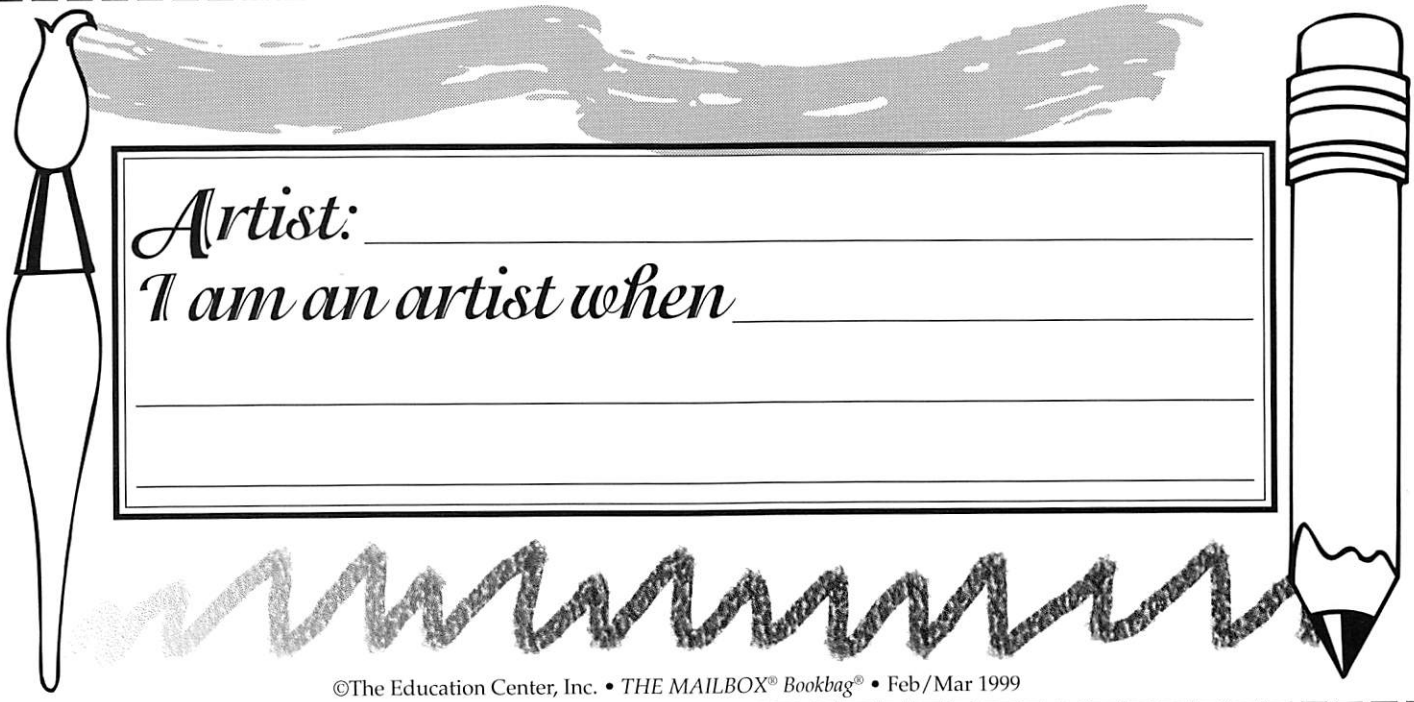
_____

5. Where do you think the object came from? _____

_____

6. How did it get there? _____

_____



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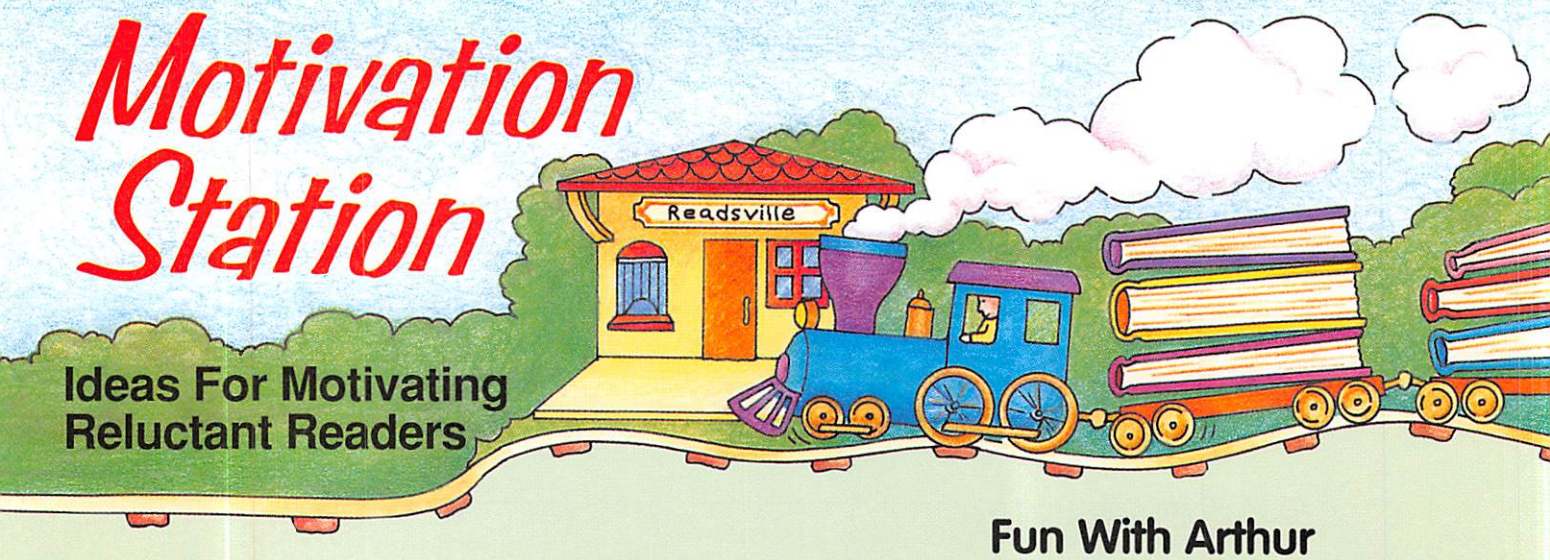
Note To The Teacher: Use with "Through The Eyes Of An Artist" on page 36.

Motivation Station



Ideas For Motivating Reluctant Readers

Pass The Book

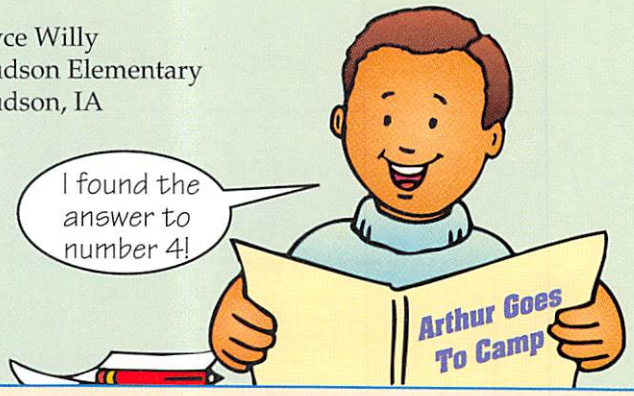
Here's a surefire way to get students reading a variety of books on different topics or in different genres. Gather a class-size collection of age-appropriate books from your school library. Randomly distribute one book to each student. On your signal, have each student begin reading the book and continue reading until you signal again. Then, have the student pass the book to the student on her right. Signal again for students to begin reading. Continue in this manner for as long as desired, allowing several minutes for each book. At the end of the session, each student will have been exposed to several books that she might seek out when looking for her next read.

Sue Marsh
White Township Consolidated Elementary
Belvidere, NJ

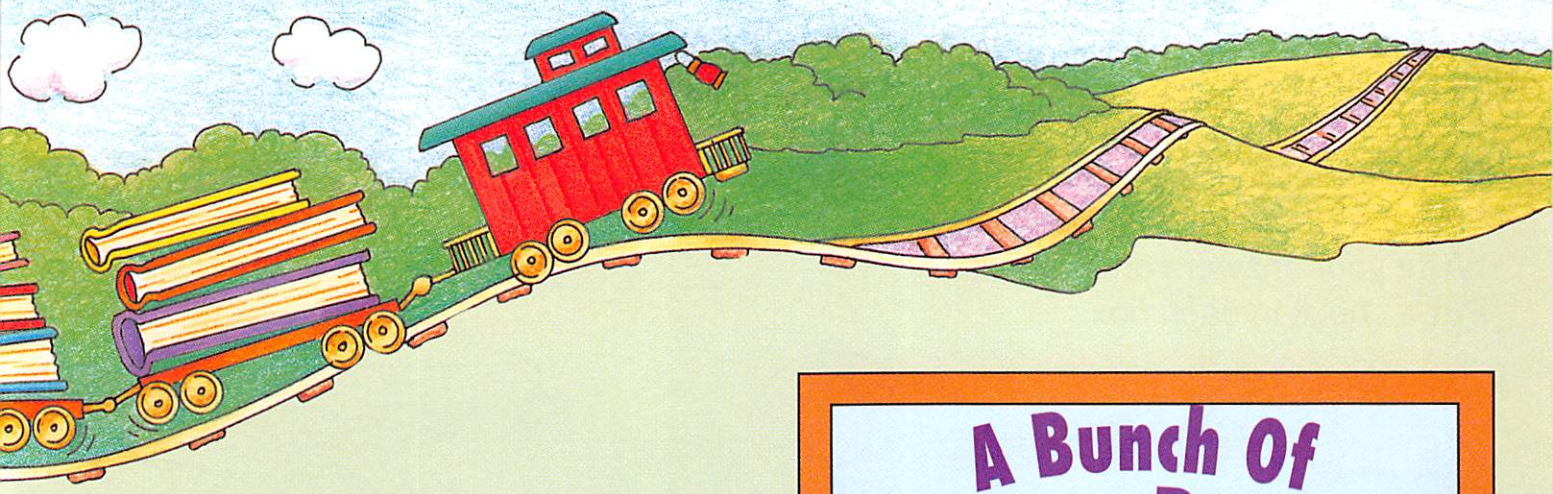
Fun With Arthur

If it's a recalling-details activity you're looking for, this motivating scavenger hunt will do the trick! In advance borrow enough copies of Marc T. Brown's Arthur books (listed below) so that you'll have several copies of each title. Read aloud *Arthur Goes To Camp;* then describe and discuss scavenger hunts. Distribute one copy of the scavenger hunt questions on page 44 to each student. Give each student one week to read the seven Arthur books and answer each scavenger hunt question. Upon completion, award each student with a bookmark or another inexpensive prize. Let the hunt begin!

Joyce Willy
Hudson Elementary
Hudson, IA



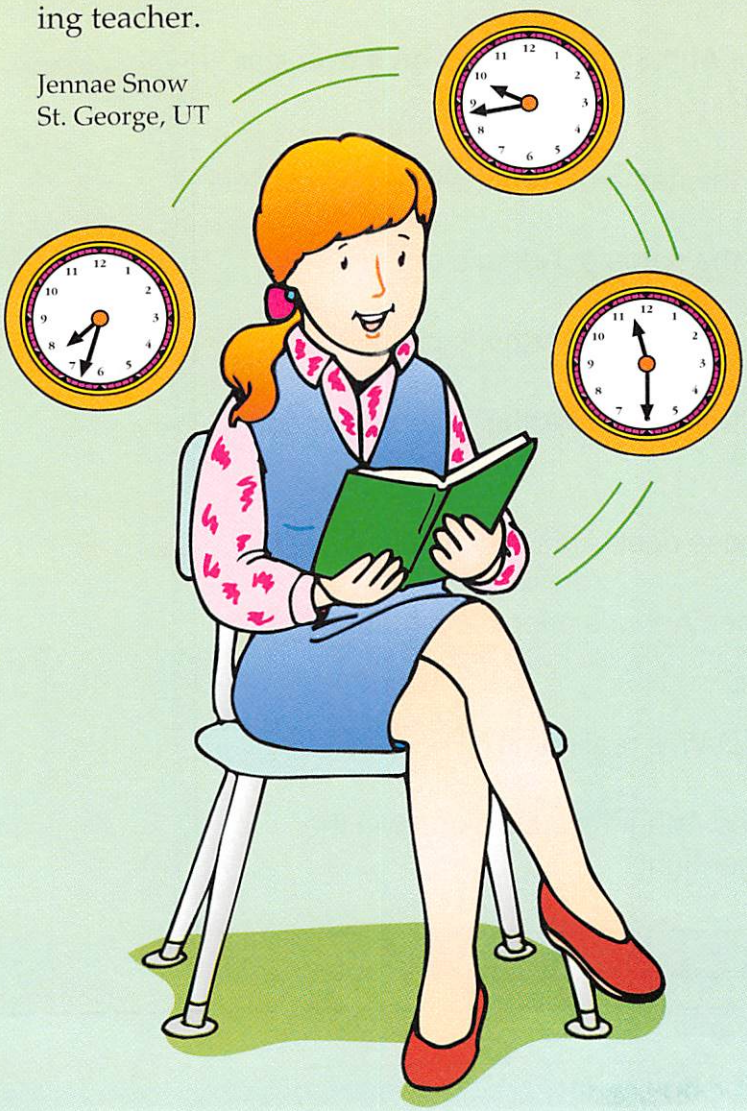
- *Arthur Goes To Camp* (Little, Brown And Company; 1984; ISBN 0-316-11058-2)
- *Arthur's Baby* (Little, Brown And Company; 1990; ISBN 0-316-11007-8)
- *Arthur's Birthday* (Little, Brown And Company; 1991; ISBN 0-316-11074-4)
- *Arthur's Chicken Pox: An Arthur Adventure* (Little, Brown And Company; 1996; ISBN 0-316-11050-7)
- *Arthur's Eyes* (Little, Brown And Company; 1986; ISBN 0-316-11069-8)
- *Arthur's New Puppy: An Arthur Adventure* (Little, Brown And Company; 1995; ISBN 0-316-10921-5)
- *Arthur's Nose* (Little, Brown And Company; 1986; ISBN 0-316-11070-1)

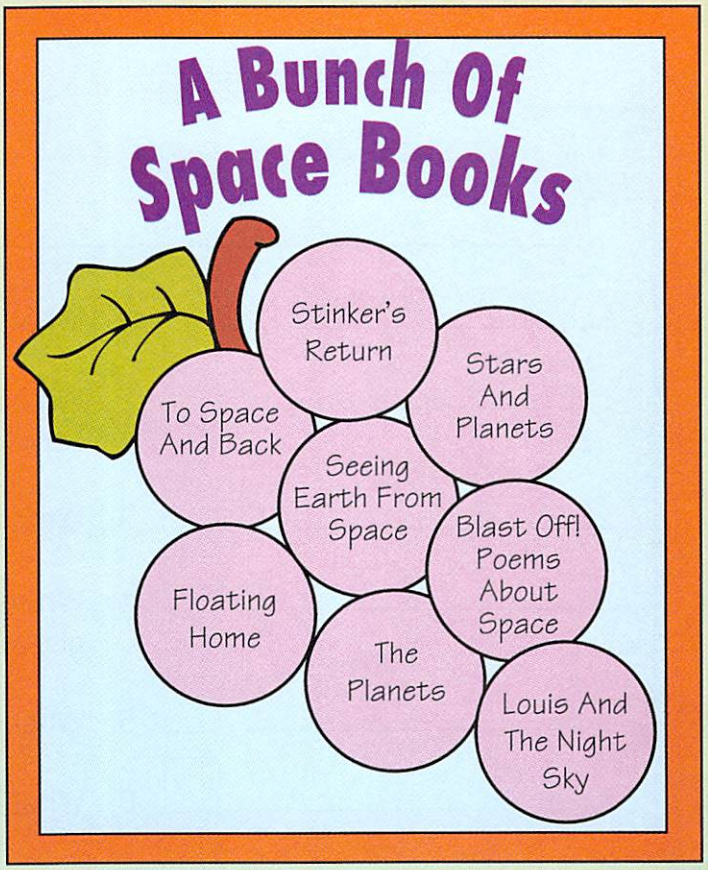


Read-A-Thon

Organize a daylong reading event your students won't soon forget! Join with several other teachers in your school to conduct a Read-A-Thon. Have each teacher select a book to read aloud and an accompanying activity or snack. (If desired, each teacher could be assigned a different theme or topic.) Then, on the designated day, have each class rotate from room to room for an hour of reading fun from each participating teacher.

Jennae Snow
St. George, UT





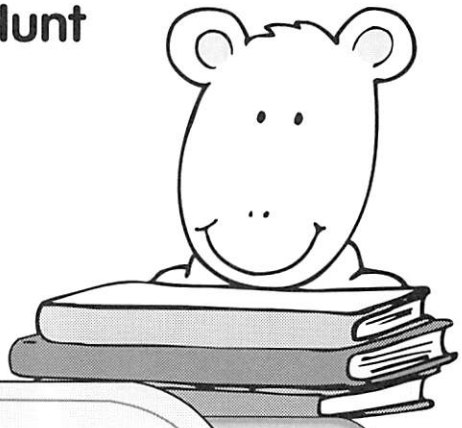
Bunches Of Books!

Next time you want to motivate students to read books about a particular topic or genre—go grape! Label several purple construction-paper circles with the titles of the books that you have selected. Post the programmed circles in a cluster on a bulletin board as shown. Add construction-paper leaves and the title "A Bunch Of [genre or topic] Books." Picking from this bunch of books will ensure that your students won't make sour choices.

Colleen Dabney
Toano Middle School
Toano, VA

Name _____ Scavenger hunt

An Arthur Scavenger Hunt



Read the Arthur books that your teacher gives you.
Find the answers to the questions.
Write your answers on the lines.
Put a check in each box.

_____ ☐ 1. What is the date of Arthur's birthday?

_____ ☐ 2. Which girl is having a birthday party on the same day as Arthur?

_____ ☐ 3. What is the name of Arthur's camp?

_____ ☐ 4. Which of Arthur's friends puts on movie star glasses?

_____ ☐ 5. What is the name of Arthur's new baby sister?

_____ ☐ 6. What is the name of Arthur's grandma?

_____ ☐ 7. What is the name of Arthur's puppy?

_____ ☐ 8. What is the name of Arthur's second-grade teacher?

_____ ☐ 9. Which nose does Arthur try on last?

_____ ☐ 10. What does Arthur's puppy find that has been lost?

_____ ☐ 11. What is D.W.'s real name?

_____ ☐ 12. How does Arthur help his camp win the scavenger hunt?

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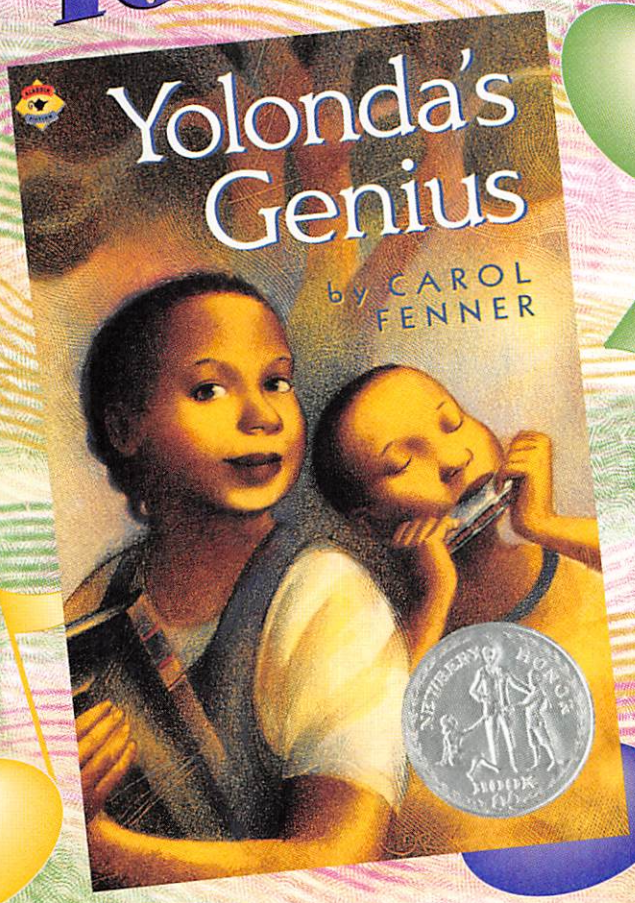
Yolonda's Genius



By Carol Fenner
Aladdin Paperbacks, 1995
Grades 3–6 • 211 pages
ISBN 0-689-81327-9

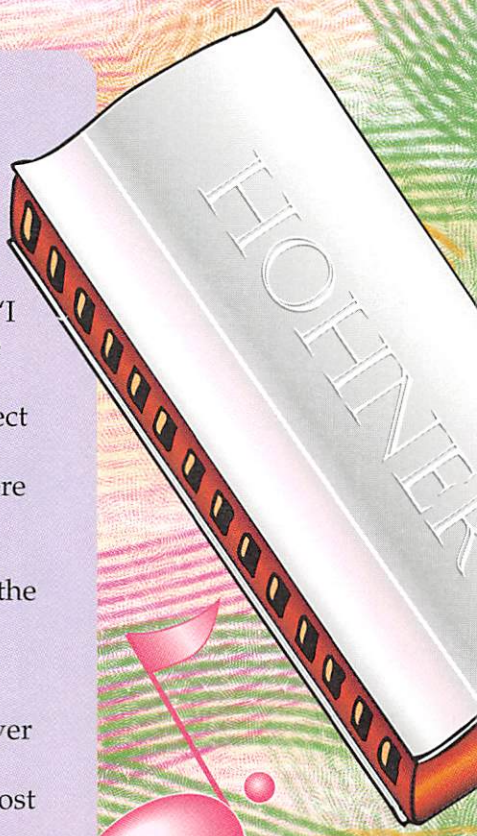
Fifth-grader Yolonda loves her hometown, Chicago. But when the threats of drugs and violence creep too close to home, her mother moves Yolonda and her six-year-old brother, Andrew, to the supposed safety of the suburbs. Andrew has a special gift. He can't read and he says few words, but he speaks a language all his own through his harmonica. Yolonda realizes that Andrew is a musical genius, but she has trouble convincing others of that truth. In addition she has her own problems trying to make friends and adapt to her new life in the mostly white suburbs. In the end Yolonda uses her strength, charm, and wits to rise above the obstacles and prove to her mother, Andrew's teachers, and all of Chicago that her brother is a genius.

by Simone Lepine, Gillette Road Middle School
North Syracuse, NY

Journal Questions

Keep up the beat with the events of this Newbery Honor book by having students respond to the following journal questions:

- **Chapter 2:** What impresses you about the way that Yolonda handled being teased by Danny-longlegs? How would you have dealt with this situation?
- **Chapter 6:** Gerard shows Stoney some drugs, but Stoney simply tells him, "I don't mess with my head." What are some other ways to say no if someone offers you drugs?
- **Chapter 7:** Why was the harmonica so important to Andrew? Name an object that you care deeply about. How would you feel if it were taken from you?
- **Chapter 8:** What do you think Yolonda will do to the Dudes? If Andrew were to play the sounds of Yolonda's emotions at the end of this chapter, what would they sound like?
- **Chapter 10:** Do you think that Yolonda should have told her mother about the Dudes and Andrew? Explain your answer.
- **Chapter 11:** Shirley tells Yolonda that everyone needs a best friend. Do you believe this is true? Why or why not?
- **Chapter 13:** Why do you think Yolonda's attitude about living in Grand River has changed?
- **Chapter 16:** How does the book describe a lost child? Have you ever been lost or thought you were lost? How did you feel and act?
- **After Reading The Book:** Describe what you think Andrew and Yolonda will be doing in 20 years.



After Reading Chapter 2

Forced to leave her beloved Chicago, Yolonda can only think of the good things she'll be missing. But before long she realizes that Grand River isn't all that bad. Track Yolonda's attitudes about life in the city versus life in the suburbs by creating a chart like that shown. As students read the story, have volunteers add numbered items in each column. At the end of the story, discuss which pros weighed strongest in Yolonda's mind.

Advantages Of Living In Chicago	Advantages Of Living In Grand River
1. Kids know how to do double Dutch. 2. Yolonda loves her street, her school, the kids who were not her friends, the public library, and the Art Institute Of Chicago.	1. The school has newer-looking textbooks. 2. At school there are no threats to her life or her lunch money.

Liar, Liar

Is it ever right to resort to lying in order to solve a problem? Beginning in chapter 2, Yolonda lies several times in the story. Help students address the issues associated with lying by completing the following activity:

1. Duplicate page 49 for each student.
2. Turn in the novel to the chapter 2 scene in which Yolonda lies to Shirley about her ability to do double Dutch. Instruct each student to write the lie in the "Yolonda's Lie" column on her paper.
3. Discuss why Yolonda may have decided to lie. What problem was she trying to solve? *Guide students to realize that Yolonda wanted to impress Shirley. But Shirley was already impressed by Yolonda's knowledge of whales and the way she handled Danny's teasing.* Have each student write this information in the "Problem" column.
4. Finally have students brainstorm alternative solutions to Yolonda's problem that would not have required lying. Instruct each student to write an alternative solution in that column.
5. Direct students to keep a record of the other lies, problems, and alternative solutions they encounter in the novel.
6. At the end of the novel, discuss the students' thoughts about lying as a solution.

After Reading Chapter 5

Although Yolonda wasn't a genius like her younger brother, she did have several gifts or talents. Invite students to point out the things that Yolonda did well, such as *play the piano, stand up for herself,* and *take care of her brother.* Next encourage students to discuss things that they do well. Duplicate a harmonica pattern similar to the sample for each student. Instruct the student to write one thing he does well in each of the five key-holes (boxes) on the pattern. Then invite each student to select one of the items from his pattern to share with the class. For example, if a student plays the clarinet well, give her some time to perform. Post the completed patterns, along with some musical-note cutouts, on a board titled "These Accomplishments Are Music To Our Ears." This bulletin board will help remind students that we all have special talents!

After Reading Chapter 9

Help students understand how music expresses emotions and feelings differently from the printed or spoken word.

A. Andrew sees and thinks of everything in terms of music and sound. Many of the character descriptions in *Yolonda's Genius* are told through Andrew's unique point of view. Have students locate descriptions of the sounds Andrew uses to describe the characters (see the examples listed).

Stoney: *dancing sounds, "smooth and fast and happy" (Ch. 6)*
Gerard: *"terrified empty screech, like falling through air in a nightmare" (Ch. 6)*
Karl: *"soft wail of…restless loneliness" (Ch. 6)*
Romulus: *sly sound (Ch. 7)*
Chimp: *snorty bully (Ch. 7)*
Leaky: *scuttle sound (Ch. 7)*
Yolonda: *great, powerful explosions (Ch. 9)*

B. Next challenge each student to write a description of himself using sound words and phrases.

C. Finally have each student plan a musical presentation of his self-description. Instruct students to bring in "instruments" from home, such as pots, pans, glasses, utensils, paper, and tinfoil. Then have each student first read and then perform his sound-word description using one or more of the instruments. Beware: This activity will be a little noisy! (This is a good time to introduce the vocabulary word *cacophony!)* After enjoying the students' performances, have the class discuss how the "music" helped to express their personalities.

After Reading Chapter 14

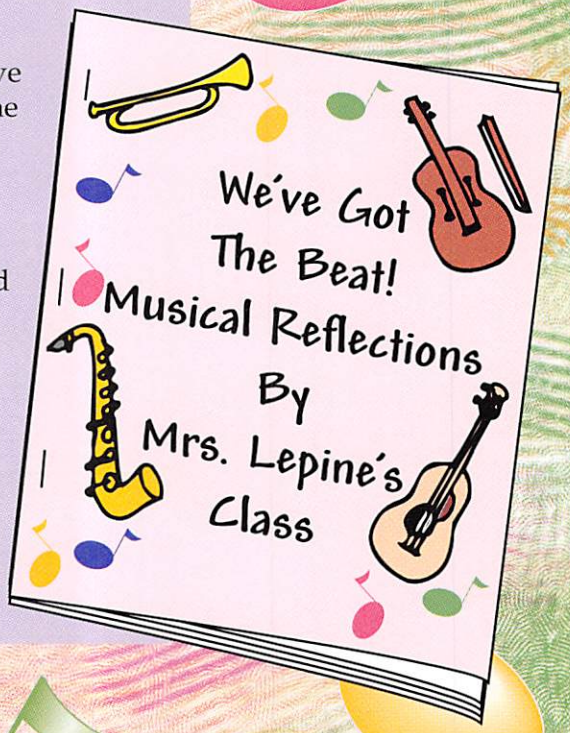
Here's a great way to appeal to the music lovers in your class.

A. **Music Is Everywhere:** Discuss the different ways that music was woven into the story *(Andrew's innate musical ability, Yolonda's talents on the piano, the boom box that accompanied the skaters' moves, the appreciation that Momma and Tiny had for the blues, etc.).*

B. **Share The Beat:** Gather cassette and CD recordings of several blues and jazz artists, as well as piano pieces by classical composers Schubert, Chopin, and Mozart (the local library will have recordings that you can check out). Play various pieces from the recordings (be sure to listen to the recordings yourself first in order to screen out anything you deem inappropriate).

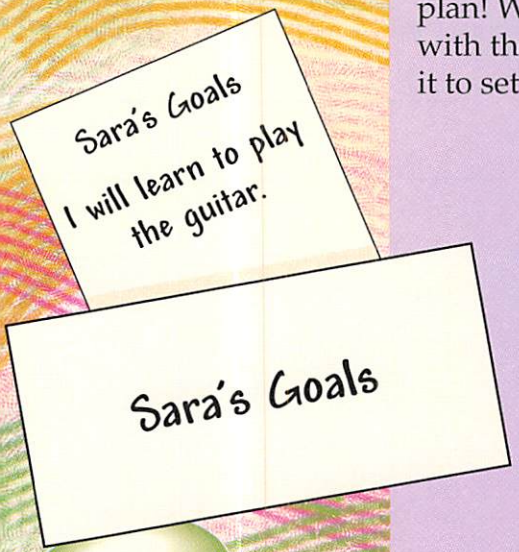
C. **Compare And Contrast:** Play one of the blues and jazz pieces. As each student listens, have him write down the thoughts and feelings that the music evokes. Next play a classical piece. Have each student repeat the writing reflection. Invite students to share their observations and make comparisons between the two types of music.

D. **Finale:** Bind the completed reflections in a booklet titled "We've Got The Beat!: Musical Reflections By [Teacher's name]'s Class."



After Reading Chapter 17

It is easy to set goals, but it's difficult to reach them without a game plan! With careful planning Yolonda was able to get Andrew up on stage with the blues artists. Examine Yolonda's model, and help students apply it to set goals of their own.



1. Discuss the importance of setting and planning steps to obtain goals.
2. After reading chapter 17, have students list the steps Yolonda took to get Andrew on the main stage at the Chicago Blues Festival.
3. Ask each student to think about one goal that she would like to accomplish in the near future.
4. Have her write down her goal, then make a list of steps that she will follow in order to achieve her goal.
5. Have each student make a copy of her goal and steps to place in a self-addressed envelope.
6. Hold onto the envelopes for the students until a predetermined date. At that time redistribute the envelopes.
7. Have each student write an evaluation of how well she did at following the steps to achieve her goal. Discuss whether it helped to plan the steps ahead of time.
8. If a student did not reach her goal, help the student reflect upon the reasons. Help her figure out what she can do now to reach that goal.

Name _____

Yolonda's Genius
Character education: honesty

Honesty Is The Best Policy

Problem	Yolonda's Lie	Alternative Solution

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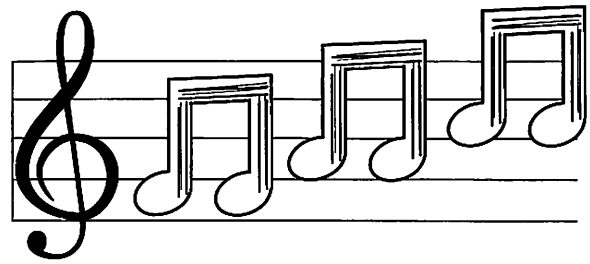
Note To The Teacher: Use with "Liar, Liar" on page 46.

Pattern

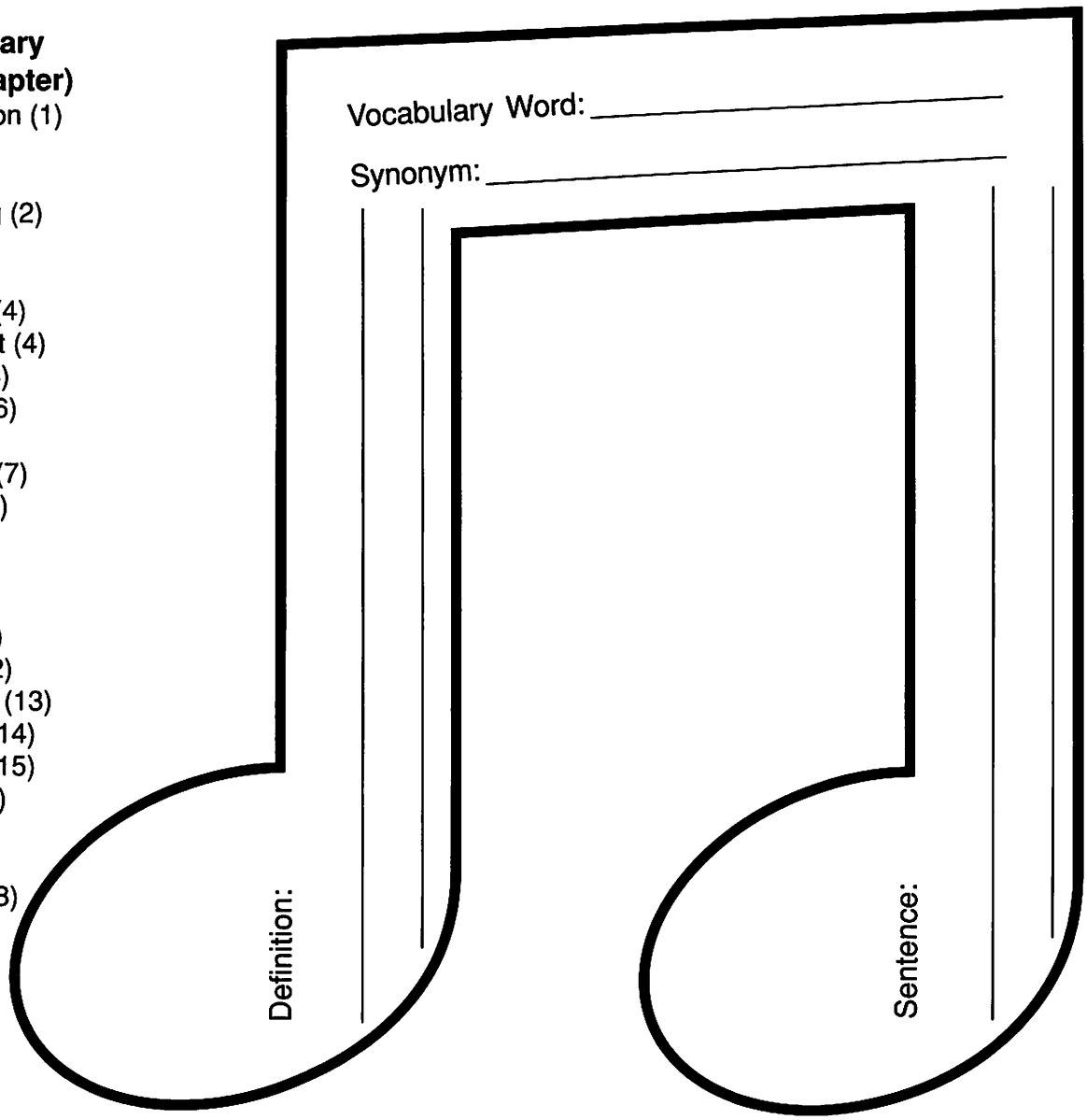
1. Duplicate this pattern for each student.
2. Assign each student one or more words from the vocabulary list below. (Numbers indicate chapters.)
3. Remind each student that Yolonda loved to impress people with her extensive vocabulary.
4. Tell students that they will stretch their own vocabularies with the following composition.
5. Direct each student to use information from a dictionary to fill in the musical notes.
6. Cut a length of white bulletin-board paper in half lengthwise.
7. Draw a treble clef and a music staff on it.
8. Post the music staff on a wall for all to see during your study of *Yolonda's Genius.*
9. Mount the completed vocabulary notes on the staff.
10. Title the display "Waltz Of Words."

WALTZ OF WORDS



Vocabulary Word (Chapter)

transformation (1)
indistinct (2)
indignant (2)
mesmerizing (2)
hilarity (3)
insipid (4)
exceptional (4)
transcendent (4)
inclination (4)
haphazard (6)
intuition (7)
reverberate (7)
deliberate (8)
bravado (9)
mirth (9)
jauntily (10)
sedately (11)
luxurious (12)
admonished (13)
cacophony (14)
indulgence (15)
desolate (16)
tumult (16)
prodigy (17)
conniving (18)



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Between The Pages

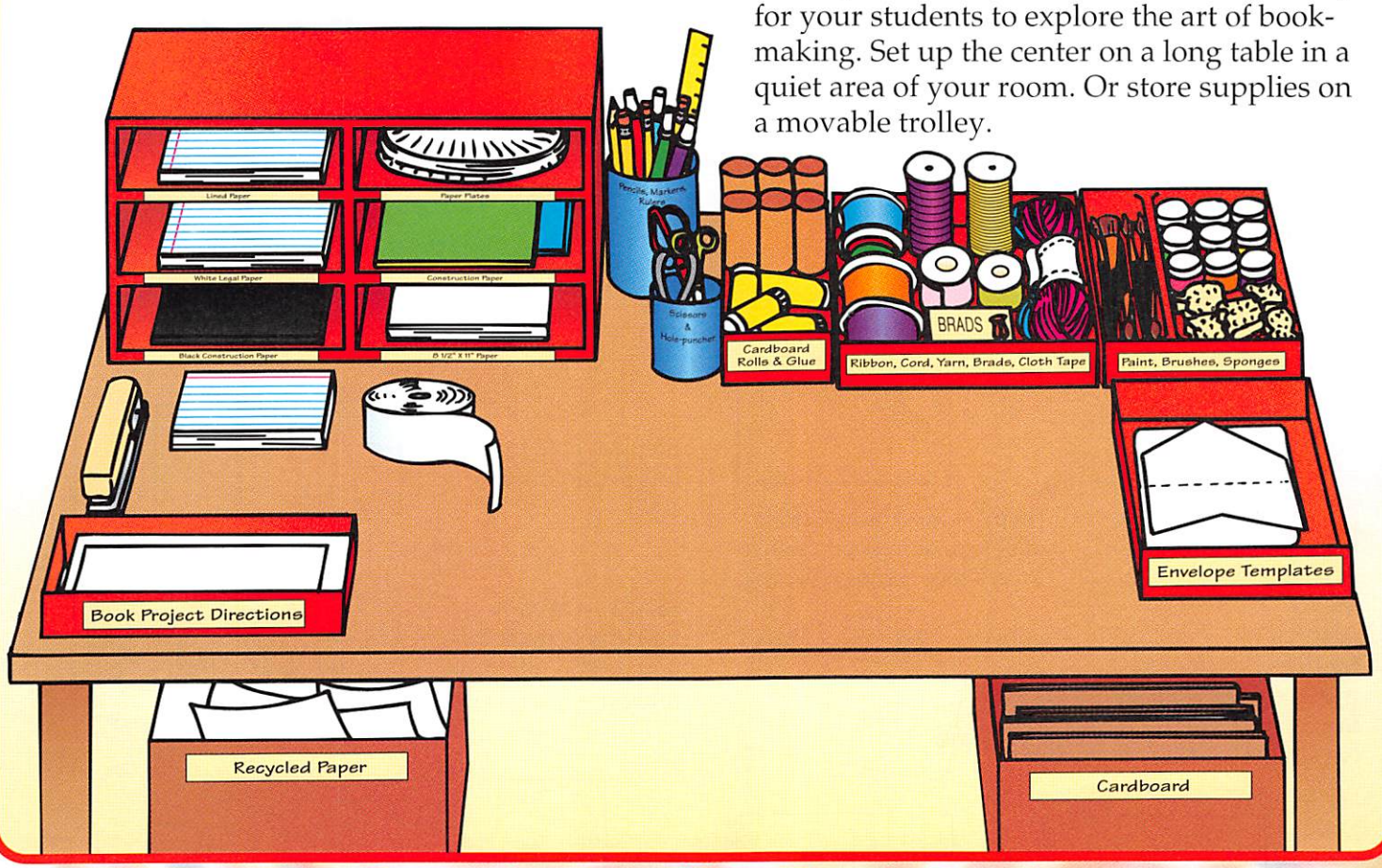
Responding To Literature Through The Art Of Bookmaking

Tucked between the pages of a book are themes and thoughts just waiting to be uncovered by your students. On the next several pages you'll find extraordinary bookmaking ideas that will challenge your students' linguistic, visual, spatial, mathematical, and kinesthetic talents. Share these book project ideas; then sit back and watch as students adapt these inspiring suggestions to create unique response journals.

by Kim Griswell

The Bookmaking Center

Keep a well-stocked center to make it easy for your students to explore the art of bookmaking. Set up the center on a long table in a quiet area of your room. Or store supplies on a movable trolley.



Introducing: The Book Arts!

Ignite students' interest in bookmaking by sharing one or more of these outstanding examples:

ABC Snake by Calino
Abbeville Kids, 1997
ISBN 0-7892-0303-0

The Amazing Pop-Up Grammar Book
by Jennie Maizels & Kate Petty
Dutton Children's Books, 1996
ISBN 0-525-45580-9

Amelia's Notebook by Marissa Moss
Tricycle Press, 1995 • ISBN 1-883672-18-X

The Christmas Alphabet by Robert Sabuda
Orchard Books, 1994 • ISBN 0-531-06857-9

Hands by Lois Ehlert
Harcourt Brace & Company, 1997
ISBN 0-15-201506-X

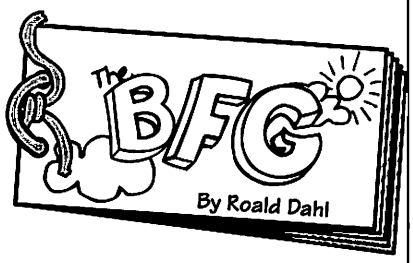
The 12 Days Of Christmas: A Pop-Up Celebration
by Robert Sabuda • Little Simon, 1996
ISBN 0-689-80865-8

Book Project #1

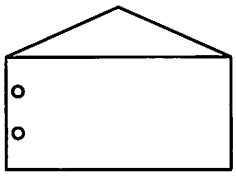
Novel Jackdaws

The jackdaw is a bird known for its love of collecting varied objects. Follow the directions below to make a novel jackdaw for a book you've recently read. After reading each chapter of the book, stash items that reflect each chapter's contents in its matching envelope. Include items that tell something important about the book, such as drawings, written quotes, summaries, magazine cutouts, feathers, string, or movie tickets.

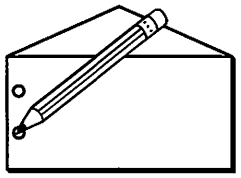
Materials:
1 envelope per chapter
1-foot length of cord
hole puncher
pencil



Directions:

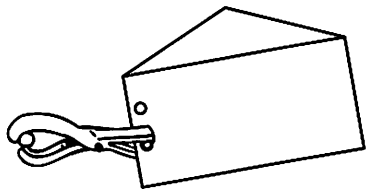


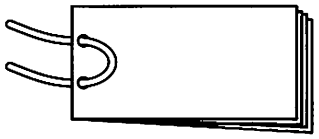
Step 1—Punch two holes in one envelope as shown.



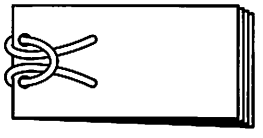
Step 2—Stack the punched envelope atop another envelope. Trace through the holes.

Step 3—Punch on the traced circles. (Repeat Steps 2 and 3 for each envelope.)

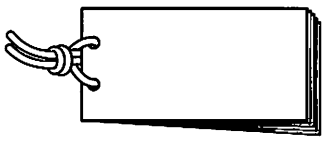




Step 4—Stack all of the envelopes and thread the cord through the holes.



Step 5—Pull both ends through the loop.



Step 6—Knot the cord.

Step 7—Write the book's title and author on the top envelope. Then label each of the other envelopes with a chapter number or title.

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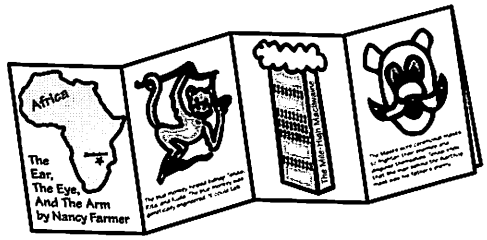
Book Project #2

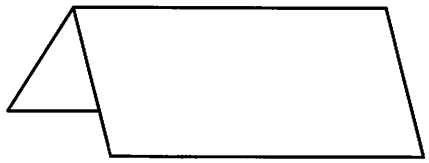
Hidden Messages

Can you keep a secret? You won't have to after completing this hidden-message book. Follow the directions below to create a lift-the-flap book filled with hidden messages about a topic you've researched or a novel you've read.

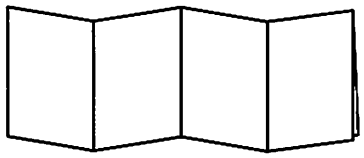
Materials:
11" x 17" white paper
markers
crayons
scissors



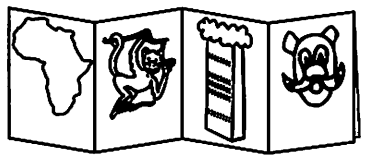
Directions:



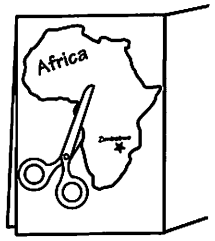
Step 1—Fold the paper lengthwise.



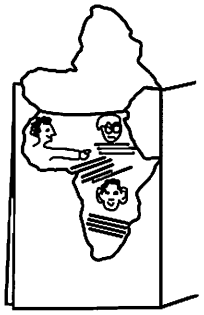
Step 2—Fold in fourths, accordion-style.



Step 3—On each fold, draw an important person, place, or thing from the book.

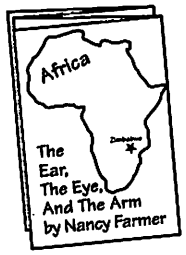


Step 4—Cut out each drawing, leaving one edge uncut.



Step 5—Lift the flap; then write a hidden message about the drawing under the flap.

Step 6—Write the title and author of the book on the first fold and add highlights of the book on other folds if desired.



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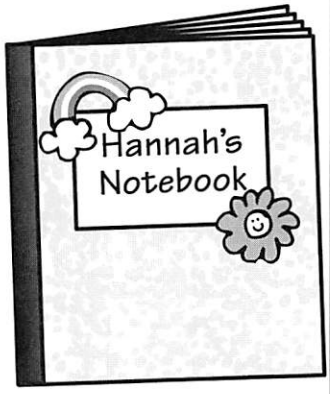
Book Project #3

Nifty Notebook

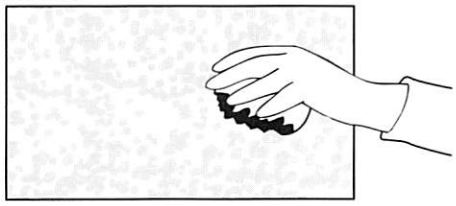
Why keep an ordinary journal when you can make one that's absolutely awesome? For inspiration take a look at *Amelia's Notebook* by Marissa Moss. Amelia's cartoon drawings, taped-in pictures and stamps, and funny comments make her journal fun to read. Follow the directions below to create a simple notebook; then fill the pages with your own colorful thoughts and pictures!

Materials:

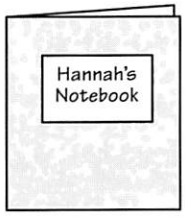
white acrylic or tempera paint
small sponge
12" x 18" sheet of black construction paper
4" x 6" blank index card
black marker
10 sheets of notebook paper
glue
black cloth tape
stapler
assorted stickers, stamps, picture cutouts, etc.



Directions:

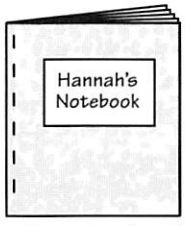


Step 1—Gently sponge-paint one side of the black paper. Allow the paint to dry.



Step 2—Fold the paper in half to make a cover.

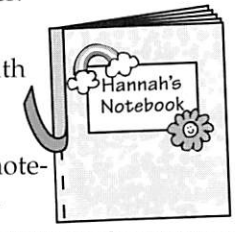
Step 3—Write "[Your Name]'s Notebook" on the index card; then glue the card to the front of the cover.



Step 4—Staple the notebook paper between the covers.

Step 5—Cover the stapled edge with black cloth tape.

Step 6—Decorate the front of the notebook with the stickers and cutouts.



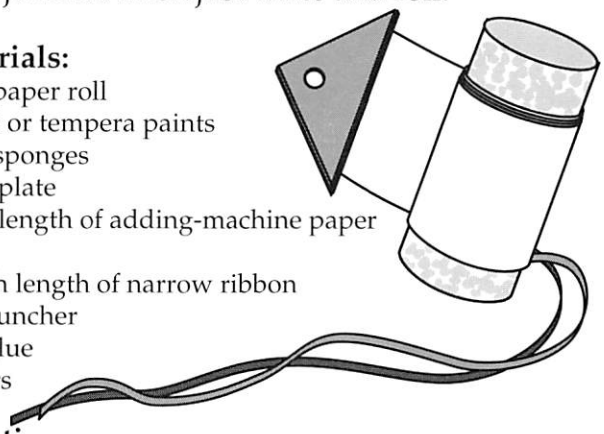
Book Project #4

Super Scrolls

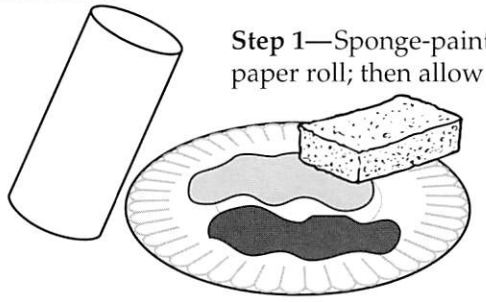
Long before people wrote in books, they recorded their thoughts on scrolls—long rolled sheets of papyrus paper. Craft a modern version of this ancient book form to use as a personal journal. Then just write and roll!

Materials:

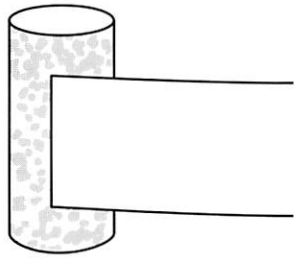
toilet-paper roll
acrylic or tempera paints
small sponges
paper plate
6-foot length of adding-machine paper
felt
26-inch length of narrow ribbon
hole puncher
craft glue
scissors



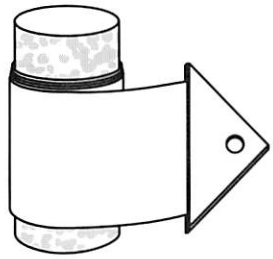
Directions:

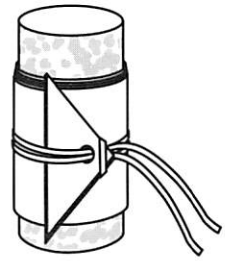


Step 1—Sponge-paint the toilet-paper roll; then allow it to dry.



Step 2—Glue one end of the adding-machine paper to the roll. After it dries, wrap the paper tightly around the roll.





Step 3—Cut two identical felt triangles, slightly wider than the end of the paper. Glue the loose end of the paper between the triangles. After the glue dries, punch a hole through all the layers.

Step 4—Thread both ends of the ribbon through the hole; then tie or loop the ribbon around the roll to secure the paper in place.

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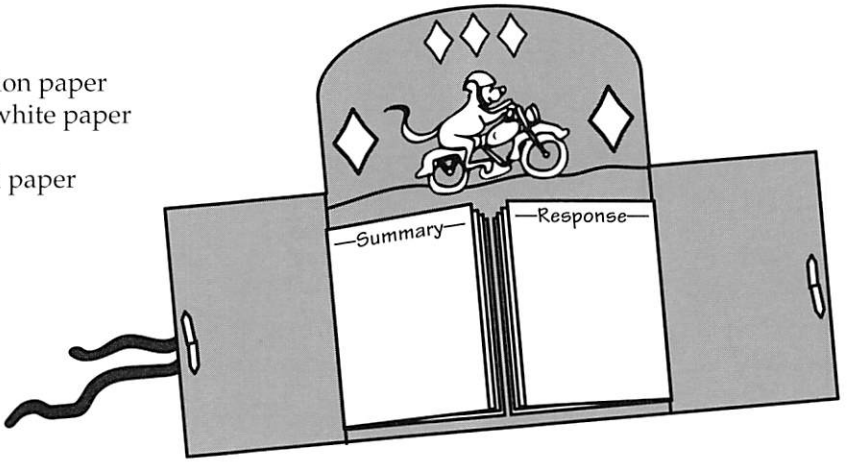
Book Project #5

Double-Entry Journal

Here's your chance to let others know what you *really* think about the book you're reading. Follow the directions below to make a double-entry journal. Then, as you read the book, pause at the end of each chapter. Write a brief summary of what you've read on the left-hand pages of the journal. Then write your response to the story's events on the right-hand pages. At the end of the book, you'll have not only a great record of your thoughts but also useful information in case you have to do a book report!

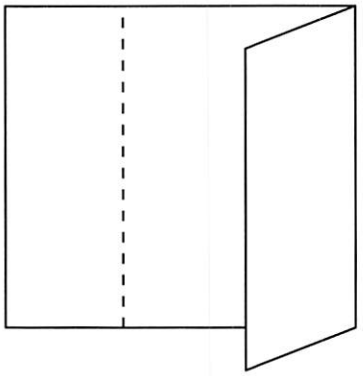
Materials:

12" x 18" sheet of construction paper
four 8 1/2" x 11" sheets of white paper
2 brass fasteners
magazine cutouts, assorted paper scraps, stickers, etc.
12-inch length of yarn
markers
scissors
glue
stapler

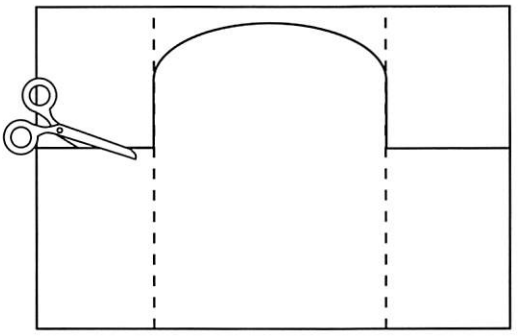


Directions:

Step 1—Fold the shorter sides of the construction paper toward the middle.

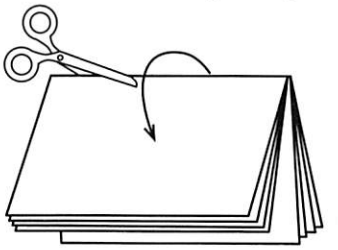


Step 2—Cut as shown to make the cover.

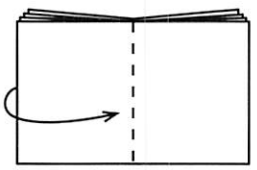


Step 3—Stack the white paper; then fold it in half as shown.

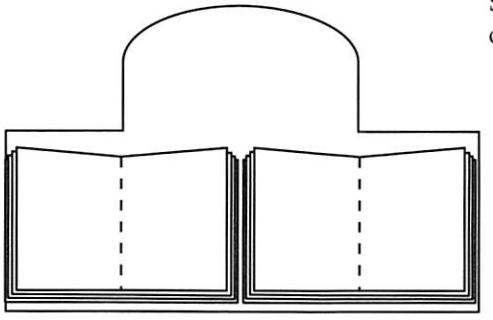
Step 4—Cut the paper along the fold to make eight strips.



Step 5—Fold the strips in half.

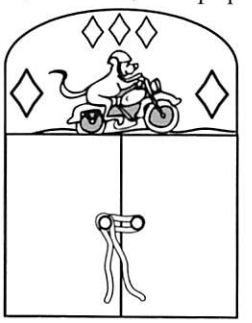


Step 6—Staple four strips to the inside of each cover as shown.



Step 7—Attach a fastener to each cover door; then wrap and tie yarn around the fasteners to secure.

Step 8—Decorate the cover using cut-outs, stickers, markers, and paper scraps.



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Book Project #6

Mystery Journals

Lure your fellow classmates into reading one of your favorite books by creating a mystery journal. After picking a favorite book that you know others would enjoy, decide how many riddles you want your classmates to solve. For instance, you may choose to do one riddle for each chapter or set of chapters. Or you may choose to do one riddle for each of the main characters, the setting, and the plot of the story. Whatever you do, don't give away the entire story. Remember that you want your journal to motivate others to read the book!

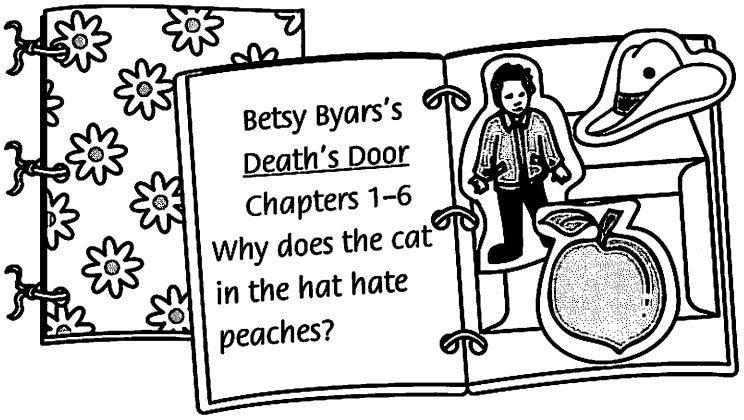
Follow the directions below to create your journal. Then sit back and watch others try to solve the mysteries!

Materials:

two 9 1/2" x 12" pieces of cardboard
several sheets of 8 1/2" x 11" white paper
assorted recycled papers (Choose papers that relate to the book in some way, such as a map, wrapping paper, or a page from an old telephone directory.)
envelope templates (old envelopes that have been carefully unfolded)

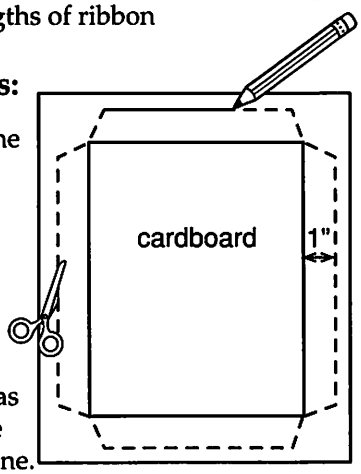
pencil	ruler	glue stick
markers	scissors	hole puncher

three 8" lengths of ribbon

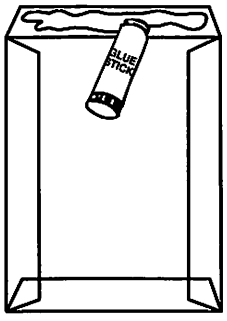


Directions:

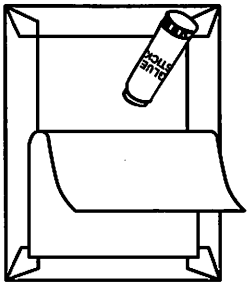
Step 1—Lay one sheet of cardboard on the wrong side of your recycled paper. Trace a line around the outside of the cardboard as shown. Cut the paper on this line.



Step 2—Glue the cardboard to the wrong side of the recycled paper. Fold over the edges of the paper and glue them into place.

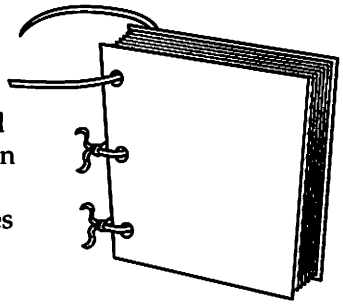


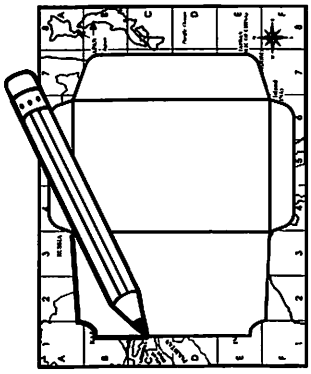
Step 3—Glue an 8 1/2" x 11" sheet of paper over the exposed cardboard. Smooth out any air bubbles.



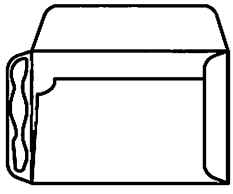
Step 4—Repeat Steps 1–3 with the other cardboard sheet.

Step 5—Stack white paper between the two covers. Punch holes through all of the layers; then tie ribbon through the holes to secure.





Step 6—Trace an envelope template onto recycled paper.

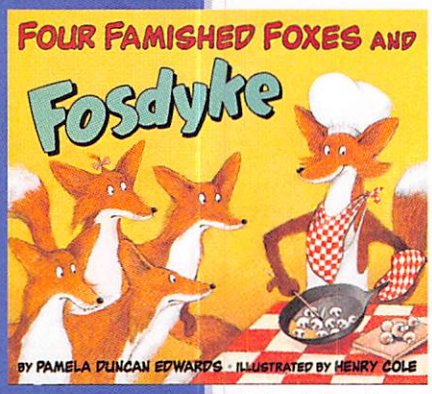


Step 7—Cut, fold, and then glue the template to match the original envelope shape.

Step 8—Repeat Steps 6 and 7 to create one envelope for each journal page. Glue each envelope onto a journal page with the open side facing out. Do not seal the envelope.

Step 9— Write a riddle on the opposite page. Then fill the matching envelope with clues to help someone solve the riddle. These could include drawings, photos, newspaper clippings, written notes, or receipts that relate to the story.

Four Famished Foxes And Fosdyke



Written by Pamela Duncan Edwards • Illustrated by Henry Cole
HarperCollins*Publishers*, 1995 • 32 pages • Grades ps–4 • ISBN 0-06-024925-0

Five members of a fox family are left at home to fend for themselves while their mother flies off to Florida. This funny fable will grab your youngsters from the very first alliterative paragraph! Four of the fox siblings feel that since Mom is gone, they might as well plan a foray to "filch fowl" from the local farmyard. Fosdyke, the fifth fox, prefers to stay at home and perfect his skills in French cooking. When the tired and famished fox foursome grudgingly give up their fowl-hunting scheme, Fosdyke saves the day with a fancy meal fit for…well, foxes!

by Lucia Kemp Henry

Listening

Ferocious, flambéed, furtive…what fun vocabulary is figured in to fulfill the requirements of alliteration! However, some of the words will be unfamiliar to your youngsters. Start by reading the story in its entirety, giving students the benefit of context to help them understand the more challenging words.

Before reading the story for the second time, invite youngsters to use their listening skills to pinpoint the food words in the story that begin with the letter *f* (see items marked with asterisks on page 57 list). As you read, write your youngsters' word discoveries on chart paper. Then challenge students to add more alliterative words to this fabulous food list!

Reading

Why not have your youngsters put their new culinary vocabulary to good use? Read together the food word list (from the "Listening" activity above), describing any item that is unfamiliar. Group students by fours or fives; then challenge each group to write a menu using the listed foods. Explain that members should include four or five courses in the menu (such as a soup, salad, side dish, main dish, and dessert), illustrating each dish if desired. Number and post each completed menu on a bulletin board. Give students time to read each other's menus. Finally have your students vote to honor *each* numbered menu with a special award.

MENU #3
Cream Of Fungi Soup
Fruit And Fiddlehead Salad
Side Of Fennel-Flavored French Fries
Fresh Flounder Filled With Farmyard Fowl
Fudge Flan Garnished With Figs
Most Flavorful Foxy Menu

Four foxes fled the furious farmer.

Funny featherbrained fowl flew over Freddie.

Speaking

Will your youngsters flinch at the prospect of one more exercise that features the favorite letter of foxes? Not if the exercise is filled with funny language and fantastic imagery! Begin the exercise with a listing of the nouns, verbs, adjectives, and other words from the story that begin with the letter *f* (see lists at right). Encourage youngsters to add even more words to each list. Next, invent several funny, alliterative, tongue-twister sentences from the listed words. Read each sentence several times while your students listen carefully. Challenge your youngsters to repeat the line, then say it quickly several times in a row!

Finally, ask each child to use the listed words to help him create a tongue twister with which to challenge the rest of his classmates. The only rule? As many words as possible must begin with the letter *f*. Tell the class that their tongue twisters can be about foxes, but may have other themes as well. Provide a few examples like the ones above to get the fun flowing! Later, have each child recite his completed tongue twister, then challenge his classmates to repeat the sentence several times in a row with no mistakes!

Nouns

foxhole
family
fox
Frank
Floyd
Freddy
Flo
Fosdyke
five
Florida
* food
fun
* fowl
farmyard
flibbertigibbet
fool
failure
foxhood
four
* fungi
February
floodlight
footsteps
field
fracas
felons
fray
* flan
* fruit
ferns
fight
finks
foxes
Fergus
foxhound
flimflam
fangfuls
fur
* fritters
* fiddleheads
fathead
flesh
* French fries
* French toast
fingers
figure
farmer
fiends
frown
face
frenzy
* figs
* fennel
* feast
favorites
flavors
fakes
flapdoodles
flash
folly
fate
* fondue

Verbs

farewell
feel
find
filch
flambéed
forewarned
fight
fled
fainting
fussed
failed
frosting
fibbed
forged
follow
flinch
finished
flee
flew
flavoring
flipped
fell
flitted
flashed
fumed
flinched
floundered
frying
flinging
fed
fawned
fretted
forage
fathom
fancy
fixing
feed

Adjectives

fierce
fearless
fond
ferocious
furtive
flabbergasted
frantic
four
famished
featherbrained
fresh
fun
fantastic
fearsome
frightened
fast
flustered
fretful
furious
flat
frantic
fabulous
first-class
fascinating
foolish
full
funny
foxy
foggy
fine

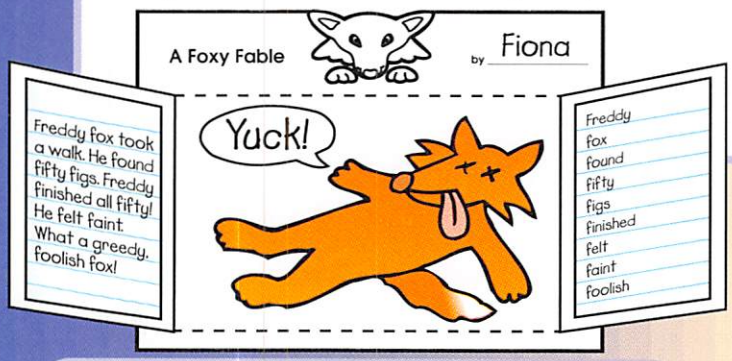
Other

frankly
fiddlesticks
from
fast
furthermore
forth

Writing

Refix your focus on *Four Famished Foxes And Fosdyke* by having each child fabricate an original fictional fable about a fantastic fox foray. First, duplicate page 59 onto white construction paper for each child. Have each child trim the display pattern along the bold outline, then help her cut along the inside dotted lines to create doors that open outward. Next, direct each child to lay this pattern page on top of a piece of white construction paper, trace around it, then trim the paper to match the pattern. Have her staple or glue the papers together around the edges to create a two-layered display.

Direct each student to draft an adventure story about an imaginary fox. Guide her to use alliterative sentences composed of words that begin with the letter *f* (see lists on page 57 to get students started). Cut two 3 1/2" x 4 1/2" pieces of notebook paper for each student. Instruct her to glue one piece to the inside of each display door. Then have her recopy her story onto these pieces. Have younger students write one or two descriptive sentences on one of the pieces, and a list of words beginning with *f* on the other piece. Have each student illustrate her story in the center of the display between the open doors. Post these fiction features on a bulletin board titled "Foxy Fables."



Extensions

- Carry on your study of alliteration by reading other books by Pamela Duncan Edwards and Henry Cole. Use each selection to expand your students' alliterative vocabulary.
  Some Smug Slug (HarperCollins Children's Books, 1996; ISBN 0-06-024792-4)
  Dinorella: A Prehistoric Fairy Tale (Hyperion Books For Children, 1997; ISBN 0-7868-0309-6)
- Your youngsters' tongue twisters will be such a success that everyone will want to translate their fleeting oral form into the permanence of the written word. To do this, ask each child to illustrate her tongue twister on a large piece of construction paper, then write the accompanying words on the page. Bind all of the pages together in a class book. Later, give each child the opportunity to take the book home to share with her family.

Pattern

Use with "Writing" on page 58.

A Foxy Fable

by _____

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Our Readers Write

ABOUT BOOKS AND SUCH

What's For Lunch?

Kick off National Nutrition Month® in March by reading about some zany eating habits in *Gregory, The Terrible Eater* by Mitchell Sharmat (Scholastic Inc., 1989; ISBN 0-027-82250-8). After sharing the story, have students talk about the ways Gregory's parents helped him learn to enjoy goat food. Then give each student an old magazine, scissors, glue, and a paper plate, and have him create a goat-tempting menu.

To make a menu, each student cuts out a *large* magazine picture of "people" food, then glues it to his own paper plate. Next the student cuts out pictures of "goat" food items—such as buttons, yarn, hats, and scissors—and glues them to the food picture. Finally the student gives the menu a title that reflects both the goat and people food items. What's for lunch? Why, ice cream with hats, of course!

Catherine E. Collier
Southeastern Elementary
Chesapeake, VA

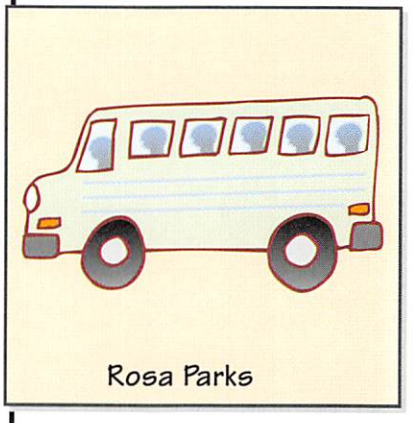
Arthur's Puppy Chow

Follow up the reading of *Arthur's New Puppy: An Arthur Adventure* by Marc Brown (Little, Brown And Company; 1995; ISBN 0-316-10921-5) by whipping up a batch of puppy chow. Simply mix together in a large bowl one large bag of Chex Mix® (about eight cups), one cup peanut butter, one cup chocolate chips, and one stick melted margarine. Allow mixture to cool; then pour it into a paper bag that contains 1/2 cup powdered sugar. Shake the contents to mix. Scoop a spoonful into a little paper cup for each student. Invite your little puppies to munch on this snack while listening to classmates share their pet-training stories.

Laurie Birt, Belinder Elementary, Prairie Village, KS

Famous Americans Quilt

Celebrate Black History Month in February with this quilt-style tribute to some famous Black American women. First read aloud Faith Ringgold's *Dinner At Aunt Connie's House* (Hyperion Books For Children, 1996; ISBN 0-7868-1150-1). Assign to each pair of students one of the women mentioned in the story. Give each pair a six-inch tagboard square on which to write the woman's name and draw a symbol that represents something for which she is famous. Arrange the squares quilt-style on a bulletin board. Keep a supply of blank squares and a list of other notable Black American women nearby. During free time, invite each student to research another famous woman and to make a quilt square for her. Allow students to share their findings before adding the new squares to the display.

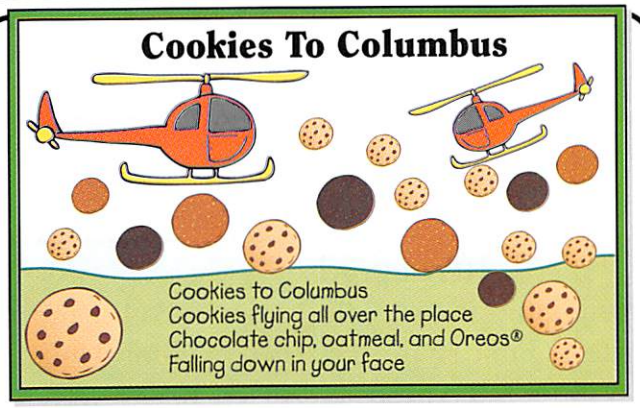


adapted from an idea by Lynn Tutterow, Mocksville, NC

Show, Don't Tell

Practice descriptive writing with the help of C. S. Lewis's *The Lion, The Witch And The Wardrobe* (HarperCollins Children's Books, 1995; ISBN 0-06-443399-4). In chapter 2 of this book, Lewis writes "...for the Faun's brown eyes had filled with tears and then the tears began trickling down his cheeks, and soon they were running off the end of his nose...." Point out that rather than directly telling his readers that the Faun is sad, the author shows them through the use of descriptive sentences. Next have the class brainstorm a list of emotions or feelings, such as fear, loneliness, and embarrassment. Direct each student to choose one of the emotions and write a few sentences that describe a character feeling that emotion without directly stating the emotion. Have each student, in turn, read his sentences aloud while his classmates try to identify the emotion being described.

Denise Amos, Crestwood, KY


Cookies To Columbus
Cookies to Columbus
Cookies flying all over the place
Chocolate chip, oatmeal, and Oreos®
Falling down in your face

Food For Thought!

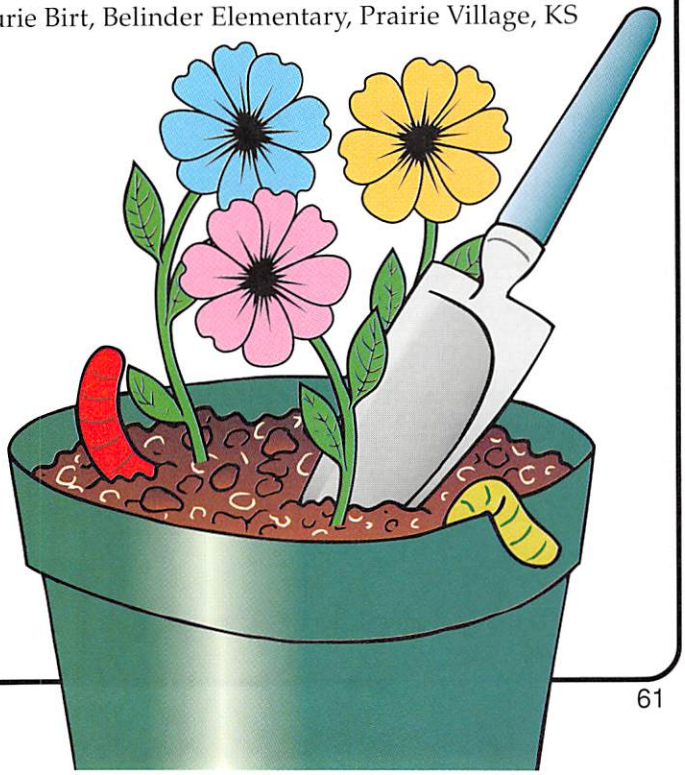
Prepare your pupils to pick up their pencils after reading *Pickles To Pittsburgh: The Sequel To Cloudy With A Chance Of Meatballs* by Judi Barrett (Atheneum Books For Young Readers, 1997; ISBN 0-689-80104-1). This story raises the question, What would you do if your favorite foods rained down from the sky? Get students' answers by first having each student select a U.S. city name and a food name that begin with the same letter. Then have the student create an alliterative title modeled after that of the book. Next have each student write about her own adventures in a land similar to Chewandswallow. To get her started, ask such questions as "What food would you have falling from the sky? How would you use the food? What would you do with the surplus food?" After having her illustrate her story, post each sample of pickled prose on a bulletin board titled "Not *Just* Pickles To Pittsburgh!"

Randee Zimmerman, Raymond J. Lockhart Elementary
Massapequa, NY

Worms Anyone?

After reading *How To Eat Fried Worms* by Thomas Rockwell (Bantam Doubleday Dell Books For Young Readers, 1973; ISBN 0-440-44545-0), treat your students to a wormy dessert. Blend one 8-ounce package of cream cheese until smooth. Add two 3-ounce packages of vanilla-flavored instant pudding. Blend in 3 1/2 cups of milk and one tub of Cool Whip®. Chill the mixture. Then line a large, clean flowerpot (four to six quarts) with plastic wrap. Crush two large packages of Oreos® cookies. Alternately layer the crushed cookies with the pudding mixture and several Gummy Worm® candies. Top off the pot with a layer of crushed cookies and insert a stem of plastic flowers. Spoon out your dirt dessert with a clean garden tool for a treat your students won't soon forget!

Laurie Birt, Belinder Elementary, Prairie Village, KS



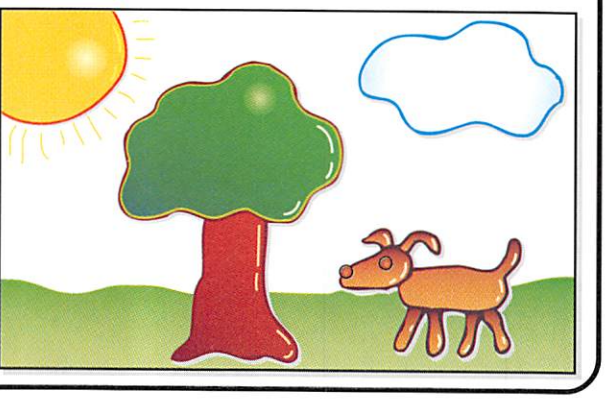
What A Relief!

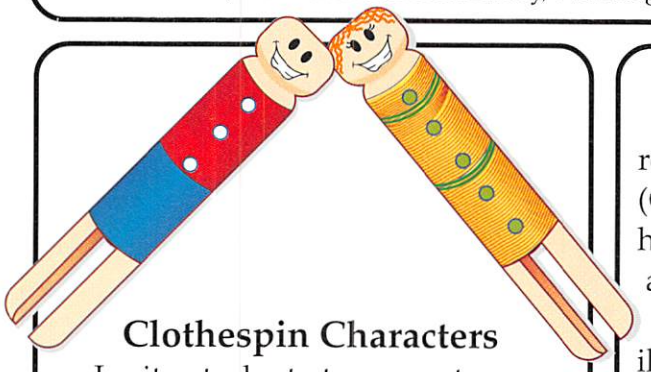
Inspire your young sculptors to respond to art and literature with this unique technique. In advance, follow the recipe below to make several different-colored batches of modeling dough. Share Edith N. Chase's *The New Baby Calf* (Scholastic Inc., 1984; ISBN 0-590-44776-9) with students. Point out her two-dimensional clay illustrations. Then give each student a large index card and access to the modeling dough. Challenge each student to replicate the illustrator's technique by using the dough to illustrate a scene on his card. Place each masterpiece in a large Ziploc® bag and allow each student to take his artwork home to share with his family.

Modeling Dough
2 3/4 c. flour
1/2 c. salt
1 T. cream of tartar
2 pkgs. any flavor unsweetened Kool-Aid® (for color and scent)
3 T. oil
2 c. boiling water

Mix all ingredients and bring almost to a boil in a saucepan. Knead for a few minutes. Place the dough in sealed containers.

Sara Romance, Denver Place Elementary, Wilmington, OH





Clothespin Characters

Invite students to reenact scenes from their favorite books with these desktop characters. Provide each student with several colors of embroidery thread or thick string, scissors, glue, small craft sticks, a permanent marker, and one clothespin for each character that he will be making.

First the student coats the clothespin with a thin layer of glue. Starting below the head, he tightly wraps the thread around the clothespin. He glues down the thread's end before starting each new color. Using a permanent marker, the student draws two eyes, a nose, a mouth, and hair. If desired, the student may attach a craft stick for arms and also wrap them with thread.

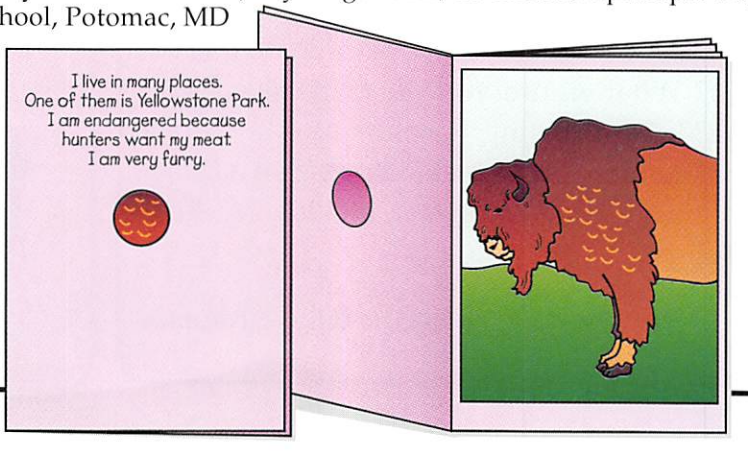
Colleen Dabney, Toano Middle School
Toano, VA

Just Look!

This book-making project will inspire even the most reluctant writers! First share *Just Look* by Tana Hoban (Greenwillow Books, 1996; ISBN 0-688-14040-8). Then have students re-create Hoban's peephole effect to make a class version of the book. First instruct each student to look through old magazines and select a photo or illustration to cut out and paste onto a sheet of construction paper. Next have the student cut a hole from another sheet of construction paper, then place the construction paper over the magazine cutout so that only a portion of the cutout peeks out through the hole. Finally instruct her to write three or four clues on the top paper that will help the reader identify the subject in the picture. Bind the pictures together into a class book titled "Just Look At Our Book!"

If desired, create several books that each focus on one topic, such as animals or everyday objects.

Mary Lee Nickel and Judy Hagemann, St. Francis Episcopal Day School, Potomac, MD



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Somebody Loves You, Mr. Hatch; Spinelli (Grs. k–3) p. 10
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The Tortilla Cat, Willard (Grs. 1–6) p. 7
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Walter Wick's Optical Tricks, Wick (Grs. 2–6) p. 6
Yolonda's Genius, Fenner (Grs. 3–6) p. 45

Answer Keys
February/March 1999

Page 14
Answers may vary. Accept reasonable responses.

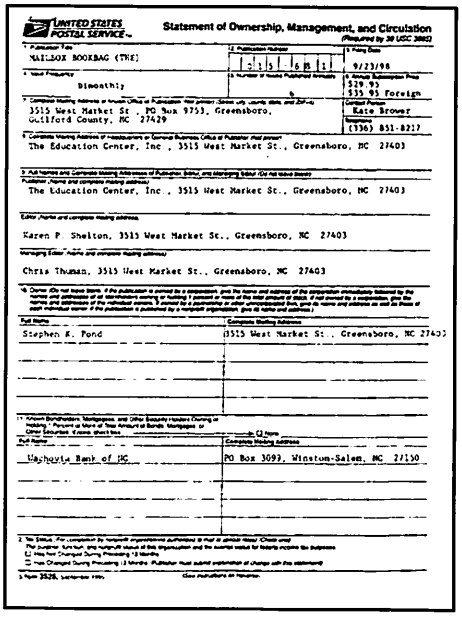
1. sweets *or* treats
2. musical instruments
3. party items
4. items worn around the neck
5. dairy products
6. cleaning tools
7. fruits
8. things that are tied
9. things you read
10. drinks
11. meats
12. condiments

Bonus Box: The hearts beginning with the words *prune, cheese, brownies, mustard, ham,* and *lemonade* all belong in the group *foods.*

Page 23
1. F
2. C
3. E
4. D
5. G
6. A
7. B

Page 44
Book titles are given in parentheses.

1. May 25 *(Arthur's Birthday)*
2. Muffy *(Arthur's Birthday)*
3. Camp Meadowcroak *(Arthur Goes To Camp)*
4. Francine *(Arthur's Glasses)*
5. Kate *(Arthur's Baby)*
6. Grandma Thora *(Arthur's Chicken Pox: An Arthur Adventure)*
7. Pal *(Arthur's New Puppy)*
8. Mr. Marco *(Arthur's Glasses)*
9. rhinoceros *(Arthur's Nose)*
10. the key to the garage *(Arthur's New Puppy)*
11. Dora Winifred *(Arthur's Chicken Pox: An Arthur Adventure)*
12. by having a flashlight *(Arthur Goes To Camp)*



Statement of Ownership, Management, and Circulation

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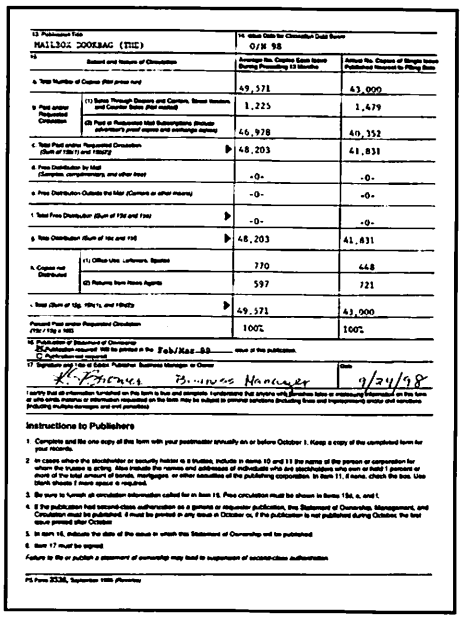

13. Publication Title: MAILBOX BOOKBAG (THE)		14. Issue Date for Circulation Data Below: O/N 98	
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a. Total Number of Copies (Net press run)		49,571	43,000
b. Paid and/or Requested Circulation	(1) Sales Through Dealers and Carriers, Street Vendors and Counter Sales (Not Mailed)	1,225	1,479
	(2) Paid or Requested Mail Subscriptions (Include advertiser's proof copies and exchange copies)	46,978	40,352
c. Total Paid and/or Requested Circulation (Sum of 15b(1) and 15b(2))		48,203	41,831
d. Free Distribution by Mail (Samples, complimentary, and other free)		-0-	-0-
e. Free Distribution Outside the Mail (Carriers or other means)		-0-	-0-
f. Total Free Distribution (Sum of 15d and 15e)		-0-	-0-
g. Total Distribution (Sum of 15c and 15f)		48,203	41,831
h. Copies not Distributed	(1) Office Use, Leftovers, Spoiled	770	448
	(2) Returns from News Agents	597	721
i. Total (Sum of 15g, 15h(1), and 15h(2))		49,571	43,000
Percent Paid and/or Requested Circulation (15c / 15g x 100)		100%	100%

16. Publication of Statement of Ownership: If the publication is a general publication, publication of this statement is required. Will be printed in the Feb/Mar-98 issue of this publication. ☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner: K. Pond, Business Manager — Date: 9/24/98

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2. In cases where the stockholder or security holder is a trustee, include in items 10 and 11 the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who are stockholders who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check the box. Use blank sheets if more space is required.
3. Be sure to furnish all circulation information called for in item 15. Free circulation must be shown in items 15d, e, and f.
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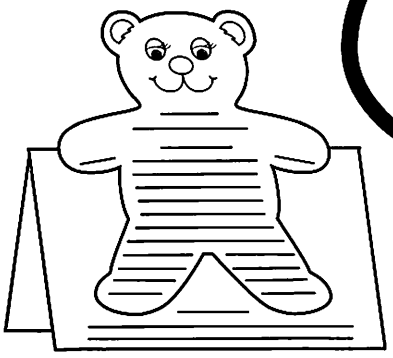
PS Form 3526, September 1998 (Reverse)

Pattern

Use with "Famous A-bear-ican Women" on page 29.

To Assemble The Stand-Up Card:

1. Fold this paper in half along the dotted fold lines. Crease from edge to edge.
2. Unfold the paper and use scissors to cut the top portion of the bear along the solid bold line.
3. Fold the paper in half again, keeping the portion with the bear head unfolded so that it makes a stand-up card.



Woman's Name

Biography Title And Author

Fold. Fold.

Achievement(s)

Birthdate

Birthplace

Two interesting facts that I learned:

1. _____

2. _____

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Warm up your readers this winter with these great literature-related ideas from the February/March issue of *THE MAILBOX® Boolcbag®* magazine-The Teacher's Idea Magazine For Children's Literature®.

ENJOY READY-TO-USE BOOK UNITS, THEMATIC UNITS, AND SPECIAL FEATURES:

- *The Chalk Box Kid* by Clyde Robert *Bulla-Realistic Fiction.* Nine-year-old Gregory has artistic talent. But will that help him find friendship and hope in his new neighborhood?
- *Tales Of A Fourth Grade Nothing* by Judy *Blwne-Humor.* Laugh out loud at the misadventures of Peter and his notorious yow1ger brother, Fudge.
- *Yolanda's Genius* by Carol *Fenner-Realistic Fiction.* Fifth-grader Yolonda won't back down till she's proven to the world that her little brother is a musical genius.
- **Meet The Author: Patricia** C. **McKissack** Whether it be a folktale or real history, this author knows how to tell a story.
- **Have A Heart** Pump up students' interest in the circulatory system during American Heart Month.
- Lessons From The Masters Awaken the artist in each child with activities and literature during Youth Art Month.
- **Between The Pages** Inspire students to respond to literature through the art of bookmaking.
- **Language Arts** Ideas for speaking about, listening to, reading, and writing about Pamela Duncan Edwards's alliterative tale *Four Famished Foxes And Fosdyke.*

What's Next?

Crack open the April/May issue for more practical literature-related ideas written by leacfters like you:

- Activities And Books That Celebrate April Foolishness
- Language Arts: *Harvey Potter's Balloon Farm* by Jerdine Nolen
- Experimenting With Eggs
- Chapter-Book And Novel Units:
  - *My Father's Dragon* by Ruth Stiles Gannett
  - *Me, Mop, And The Moondance Kid* by Walter Dean Myers
  - *Call It Courage* by Armstrong Sperry
- Author Feature: Walter Dean Myers